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**JOURNAL**  
CALIFORNIA TEACHERS ASSOCIATION  
MAY • 1960

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Value of Building  
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If you are in a Special Fire District, please give its name \_\_\_\_\_  
Ownership  
of Dwelling: Fully Owned  Cal. Vet.  G.I.  FHA  Other   
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1705 Murchison Drive  
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MAY, 1960

VOL. 56, No. 5



OUR COVER this month shows Robert Hurst, left, a senior student at UCLA, and Gerald Corey, Loyola University senior. Both, at the time Matt Krier took the picture, were candidates for president of Student California Teachers Association; one was elected at the SCTA Council meeting in Burlingame April 23. They stop to chat with young pupils at Kenner Canyon elementary school in Los Angeles.

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## FLEWELLING CASE

### Tenure Upheld in District Change

**V**ICTORY in a four-year court battle for re-instatement is now assured for Dale Flewelling, American River junior college speech teacher. The California Supreme Court last month denied a petition for hearing filed by the district, thus upholding the earlier Superior and Appellate court decisions granting Flewelling reinstatement to his teaching position and back salary for the three years in which the case has been pending.

The Supreme Court action culminates an even longer battle waged by CTA in behalf of ARJC teachers formerly employed in Grant technical college, which was transferred to the new district. Concerned over their status in the transition, the Grant Tech teachers appealed to CTA for aid in protecting their tenure rights.

Enactment of a new Education Code Section to clarify existing laws was the first step. CTA sponsored a bill which made clear that Grant Tech teachers were entitled to the same status in the new district as though they still were employed by Grant union high school district. This bill was enacted into law, but

the district administration challenged its provisions.

A legislator whose interest was stimulated by CTA requested and obtained an Attorney General's opinion, which upheld the rights of the teachers, including Dale Flewelling.

Refusing to abide by this opinion, the district notified Flewelling in May, 1956, that he would not be employed the following year. The CTA contended that Flewelling, having served three years in Grant union high school district before Grant Tech was transferred to ARJC, became permanent in the new district when he was employed for the 1955-56 school year.

Prolonged litigation has made the case far more costly than most teachers could survive. Because a member's contractual rights were involved, and because of precedent factors of concern to teachers in other districts facing reorganization, the CTA assumed all litigation costs. This has made it unnecessary for Flewelling to accept any of the compromise settlements proposed by the district in return for a resignation. Thomas E. Stanton Jr., of the firm of Johnson and Stanton, represented Flewelling throughout the litigation.

CTA contentions upheld by the Supreme Court ruling include:

1. When the ARJC district employed teachers formerly employed by Grant Union High School district while it operated the junior college, those teachers retained their tenure rights achieved in the high school district, including time served in a probationary status even though part of their services may have been rendered in district schools other than the junior college.

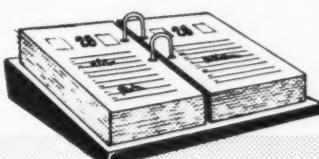
2. Though both the teacher and the ARJC district board may have thought he should be classified probationary for another year, the teacher's proper classification was not affected by such errors.

3. The teacher's rights as a permanent employee were not affected by his signing a contract which classified him as "probationary."

Back salary, current salary, and assignment issues will be argued in the Superior court which rendered the original judgment. These details remain to be settled, but another CTA-won victory for teachers appears assured.

Meanwhile two other cases filed by ARJC teachers are now before the courts, one with CTA financial backing. One contests another disputed interpretation of the tenure laws; the other challenges the district's irregular salary policy.

## Calendar



### OF COMING EVENTS

#### MAY

- 13- —SCTA bay area association chapters conference; City College, San Francisco
- 19-21—CASSA Executive Board and Representative Council; Fresno
- 21- —Advisory Panel on Evaluation of Program and Services; Burlingame
- 21- —Commission on Teacher Education; Burlingame

- 21- —Bay Section NEA orientation meeting; Burlingame
- 21- —Northern Section new chapter presidents orientation meeting; Sacramento
- 21- —Calif. Assn. for Childhood Education executive board; Modesto
- 21- —Bay Section leadership conference; Burlingame
- 22-25—Nat. Congress of Parents and Teachers annual convention; Philadelphia, Penn.

- 23- —CBEA Central Section meeting; Fresno
- 23- —Section Secretaries; Burlingame
- 28- —Commission on Higher Education; Burlingame
- 30- —MEMORIAL DAY—CTA State offices closed.

#### JUNE

- 3- —Commission on Educational Policy; Burlingame
- 3- 4—Panel on Insurance; Oakland

*Turn to next page*

- 4- —Northern Section Coordinating Council and Chapter presidents; Sacramento
- 4- —CTA Board of Directors; Burlingame
- 12- —United Business Education Assn. annual meeting; Los Angeles
- 13-19—Calif. Driver Education Assn. 8th annual state conference; San Jose State College
- 17-24—Student NEA national conference; San Diego
- 18- —Bay Section board of directors; Burlingame
- 19-23—Nat. Assn. of Student Councils, Nat. Assn. Secondary School Principals annual national conference; Janesville, Wisc.
- 20- —Section Secretaries; Burlingame
- 20-21—Calif. Retired Teachers Assn. annual meeting; Los Angeles
- 20-24—Nat. Commission on Teacher Education and Professional Standards, NEA; San Diego
- 20-24—Calif. Agricultural Teachers Assn. summer conference; Calif. State Polytechnic College, San Luis Obispo
- 21-22—Calif. Assn. Independent Schools annual meeting; San Francisco
- 22-27—Nat. Retired Teachers Assn. annual convention; Los Angeles
- 26-July 1—National Education Association 98th annual convention; Los Angeles

## JULY

- 4- —INDEPENDENCE DAY— CTA State Offices closed
- 5- 9—NSPRA annual seminar; San Francisco
- 14-15—State Board of Education and State Teachers Retirement Board meeting; San Diego
- 31-Aug. 7—WCOTP assembly of delegates; Amsterdam, Holland

## AUGUST

- 6- 9—20th annual National Audio-Visual Assn. Convention; Morrison Hotel, Chicago

## Insurance Protection May Continue After Teacher Retires

Teachers who retire and who are enrolled in CTA-sponsored insurance plans may retain valuable benefits after retirement. Dr. Frank W. Parr, Special Services executive, pointed out this month that the CTA Advisory Panel on Insurance had received many requests from members for information regarding the status of group plans after age 65.

The Blue Cross health plan has a conversion feature, rated on age groups, which is available at retirement or resignation from teaching. It provides for basic hospitalization and surgical benefits on which premiums may be paid direct to the company on a quarterly basis. The

benefits are not as broad as those enjoyed by active members, as coverage for home and office visits, laboratory and x-ray, and supplementary accidental protection are excluded. To arrange for the conversion, the member should contact a Blue Cross office at least 30 days before retirement.

The CTA group life insurance plan is convertible to any type of standard life coverage up to the amount in force at time of retirement. No physical examination is necessary but the conversion must be requested by the individual. Rates are based on the age group applicable at the time of conversion.

The CTA-sponsored California Casualty auto insurance plan may be transferred at retirement to general group at standard rates. Retired members will continue to receive dividends on premium costs. Currently the CTA dividend is 22 per cent. Regular members receive in addition a "deviation" from standard rates of 30 per cent; this deviation is not available after retirement. However, age is not a factor and coverage may be continued for those who might normally not be eligible for protection under other companies after age 65.

The home owners' and tenants' coverage, also handled by California Casualty, may be continued after retirement at the same rates enjoyed during active membership. This insurance is quoted at standard rates but CTA members receive dividends comparable to the auto coverage.

The fifth plan sponsored by CTA, income protection, is not applicable after retirement, since the plan was designed for periods of active employment and supplemental sick leave protection.

In addition to insurance, the purchasing service available to CTA members through Hotel Service Bureau of San Francisco may be continued after retirement providing the member applies annually for a numbered HSB membership card.

Members desiring additional information about the CTA insurance programs may write or phone Dr. Parr at the state association offices in Burlingame.



- 8-19—13th annual Workshop in Physical Education and Athletic Coaching for Secondary School Men and Women; Calif. Polytechnic College; San Luis Obispo
- 13-15—Dept. of Classroom Teachers, Northwest-Southwest Joint Advisory Council Meeting; San Francisco
- 14-20—Calif. Council on Teacher Education, 1960 Teacher Education Workshop; San Diego State College
- 21-24—Nat. Council of Teachers of Mathematics summer meeting; Salt Lake City
- 28-31—Chartered chapter presidents' seminar; Asilomar

## SEPTEMBER

- 17- —North Coast Section presidents; Eureka
- 23- —Bay Section board of directors; Burlingame

# Yes Vote On No. 2 Is Vital June 7

CALIFORNIA TEACHERS and their professional organizations always have been concerned with the educational welfare of children as well as with the economic welfare of teachers.

Since 1949, the most conspicuous evidence of this important fact has been CTA leadership and teacher participation in statewide bond elections to provide adequate school housing for growing enrollments. In that period, the 28,000 classrooms built under the state building aid program have made full time schooling possible for 945,000 pupils.

The job is far from finished. As of last October, there still were 119,045 children attending half-day sessions. The enrollment growth in 1959 over 1958 was 197,058 pupils. There is no reason to believe that 1960 growth will be substantially less.

With funds from prior bond issues now exhausted, the Legislature, at CTA request, has placed a \$300 million bond proposition on the June 7 primary ballot to keep the construction program going. Carefully developed and controlled, the building aid program sponsored by the teachers has proved educationally and economically sound. It has been accepted generally by statewide organizations and by the voters as a reasonable necessity.

But even though public acceptance seems to be general, we can't relax with the expectation that an overwhelming "yes" vote will be automatic in June. There are several doubtful factors to keep us alert:

1. This is the largest single issue we have presented to the voters.
2. This issue will be presented at the primary rather than at the general election. We have no precedent on which to judge the effect of this change, but we do know that it precludes a major campaign such as CTA directed in other bond issues prior to 1958.
3. Since vast numbers of voters reside in districts which do not qualify for state building aid, the absence of a statewide campaign places a heavy burden on school leaders not directly affected to give more than normal assistance.

We are assured of statewide backing by the State Chamber of Commerce, California Farm Bureau Federation, California Real Estate Association, California Congress of Parents and Teachers, and the California School Boards Association. All statewide labor organizations also have been regular supporters.

Voters, however, are more directly influenced by the local units of their organizations. This means that local school leaders must arrange endorsement resolutions by their school board, PTA, chamber of commerce, labor groups, and all other organizations whose support will carry weight in each community. This will be easy in districts dependent on state aid to build their schools. It is even more important in districts where local tax wealth still can meet local needs.

To contact organizations and to obtain and publicize their support is the essential function of local campaign chairmen and their aides. To discuss the proposition with local newspaper editors is the second activity—possibly first in time and importance.

Chapter presidents, superintendents and boards soon will receive printed brochures carrying the full story. There will be no fund raising, no general distribution literature, and no advertising. This is a whirlwind minimum campaign in which personal effort in every community will replace mass communications techniques.

For one month, top priority in association and individual leadership must be assigned to this single goal—to garner "yes" votes for No. 2 on June 7. We dare not fail our children and schools.

ARTHUR F. COREY, Executive Secretary

# A Day in the Life of a **STUDENT TEACHER**



Lloyd Jones, an English major at Los Angeles State College, arrives at King junior high school, Los Angeles, to teach a period of eighth grade English. Lloyd chose a first period class. He tries to reach school well before his pupils in order to set up the day's work.

*By Gerald W. Brown*

*Photography by Matt Krier*

*Dr. Brown is associate professor of education at Los Angeles State College of Applied Arts and Sciences. Mr. Krier is editor of publications for CTA Bay Section.*

LLOYD JONES is a student teacher at Los Angeles State College. He has reached the final stages of his professional preparation. For him, the preceding five years of education have been focused directly or indirectly on the crucial activities in which he is currently engaged. His day is challenging and exciting, filled to the brim with important responsibilities. The photographs on these three pages illustrate clearly that the college program places the student in a realistic position—but not on a “sink or swim” basis. He has available expert supervision, assistance, and guidance from key professional people. Mr. Jones works closely with a college supervisor, under the direction of a carefully selected training teacher. He consults with and receives encouragement from the school's principal and vice principal and he uses the facilities of the college. The spirit of cooperation and the professional responsibility evident among teachers is nowhere better illustrated than during student teaching activity. During this period the prospective member is inducted into the profession. Soon he will be one of us.



Class begins. Lloyd plays the role of director of learning, here leading a class discussion. Lloyd's training teacher, Mr. Ivan Smith, works unobtrusively in the background. Pupils recognize Lloyd as their teacher. Mr. Smith makes suggestions and offers advice, but only after the pupils have been dismissed.



The day's plan includes work with a record player. The pupils, after listening to music, will write themes describing their reactions, matching their words to music. Lloyd works out an organization which gives pupils a sense of involvement in class activities. At lower left, the class monitor records attendance. Other children are assigned to help with equipment.



In his college classes Lloyd learned that children differ. In actual practice he finds they vary from pattern more than he had supposed. Here he assumes the role of counselor and guidance worker as he helps a student.



Lloyd is one of 18 student teachers assigned to King junior high school for the current semester. Dr. Robinson, seated at right, and Dr. Wagstaff, on Lloyd's left, are the supervisors for Los Angeles State College. Supervisors meet with student teachers as a group once a week to discuss common problems and to point out directly the application of their professional preparation to specific school and pupil situations.



A three-way conference between Jones, Dr. Wagstaff, and Mr. Smith, regularly helps the "rookie" to appraise his progress. His senior advisers point out weaknesses frankly and they do not forget to mention the strong points. Lloyd will look back on these conferences as highlights during his preparatory period.



The young teacher also accepts responsibilities as a leader in the school community. He supervises playgrounds, arranges for school buses, helps to guide extracurricular activities. Lloyd and C. J. Hitzler, King's vice principal, here discuss some school-wide activities and Lloyd's part in supervising them.



Jones, the provider. To earn part of his school expenses, Lloyd works afternoons as a distributor for a local newspaper. Despite many problems facing him in his student teaching assignments, he must provide for his family and meet his own personal expenses. He works out a schedule in order to make best use of his time.



Back to campus for an evening class. Student teachers at Los Angeles State normally carry two or more classes on campus in addition to their student teaching load. Lloyd finds that many ideas discussed in class can be put into practice in his student teaching experience.



The college cafeteria remains the largest and most diverse classroom. Here, over a snack between classes, Jones maintains his student associations. Discussions range widely, including less academic but equally interesting items that college young men like to cover.



Lloyd's dual role as a teacher and as a student is evident when he visits the college library. Here he does research for the class he is to teach and also wades into studies assigned by college teachers.



Mrs. Jones, the former Willa Macry, gets in on the act. After this busy day, Lloyd comes home for dinner and reviews with Willa the day's activities. However, the next day's lesson plans need to be polished and papers must be corrected for his next meeting with his eighth graders. What a schedule! But next September Lloyd Jones will be employed full time as a credentialed teacher. Then the feverish pace of the long and wearying student teaching period will pay off richly.

WHEN did *you* first think of yourself as a member of a profession—and what did that mean to you?

This year, 5,000 college students in California gave tangible evidence that they were preparing for membership in the teaching profession. They're students actively concerned with professional standards. They've been taking a hard look at their programs of preparation and making suggestions for improvement. They're learning that ethics is more than a philosophy course, and that the responsibilities of the professional teacher stretch far beyond the classroom door.

If this sounds familiar, perhaps you are one of a rapidly growing group—alumni of the Student California Teachers Association. Like most alumni, former SCTA'ers tend to be the biggest boosters of their college organization.

Take Richard Bartels, CTA State Council member for the past five years. Bartels, who teaches at East Santa Clara junior high school, was a state officer of SCTA and president of the San Jose State chapter. During his presidency the chapter developed a framework for the first SCTA Code of Ethics.

"We began working with ideas at our own level," Bartels says, "and at the same time, seeing CTA operation from the side, realized how the profession helps itself by working together as a large, organized group. I've been active in professional organizations ever since."

#### COUNCIL DEBATES

At a meeting of the SCTA Executive Council (similar to CTA's State Council) it's obvious that SCTA is training future leaders of the profession. State committees study and make recommendations in fields from credentialing and ethics to their own preparation and California Education Clubs for high schoolers. Meeting twice yearly, the Executive Council determines SCTA programs and policies in deliberations as thoughtful as any conducted by the State Council.

Three years ago, the SCTA Execu-

# SCTA Prepares Youth for Professional Careers

**Student affiliate of CTA demonstrates mature development in organization**

tive Council recommended to CTA Board of Directors that certain types of provisional credentials be abolished in California. CTA hasn't taken action on the recommendation yet, but SCTA members were, and are, convinced of its importance to the profession. To keep members informed on current issues, the SCTA Credential Committee is now studying CTA and State Department proposals for credential revision.

Improving teacher education is a major concern of the profession and SCTA members work hard at it—in fact, they're often the liveliest and most constructive critics of programs in which they're enrolled.

SCTA TEPS Committee has recommended that student-faculty committees be formed on every campus, to give students a more active voice in working for better programs. Like many SCTA activities, this one began at the local level; the idea was tested at Sacramento State College, where student-faculty committees now have been working together for almost a year.

SCTA has solicited student opinion about teacher preparation in other ways. In all cooperating institutions in California last year, student teachers were asked to evaluate the effectiveness of courses they had taken. Results of this survey, now being tabulated, will be generally available to students and faculty members.

At SCTA's request, the student organization is regularly represented on CTA's Committee on Teacher Ed-

ucation by the chairman of SCTA's Credential Committee. The students also have a full voting membership in the California Council for Teacher Education. Vivacious Ann Erlich of UCLA, chairman of the SCTA's TEPS Committee, points out the significance of this representation as she reports on last November's CCTE meeting:

"John [McCuen] and I were the only students present, and, as such, seemed to typify for the members of the Council not only the organized students of SCTA but the larger base of *all* students enrolled in the teacher education program . . . Members shot questions at me, asked what I thought about certain issues and what other students thought . . . Professors at schools of education *want* to know what students think—to a degree of which most students are completely unaware. There is no other way for them to find out, unless we tell them, objectively, and after giving much thought to the question." Did someone say students are irresponsible?

#### STUDENTS RECRUIT, TOO

Recruitment to the profession is another major activity of SCTA'ers. To interest more high school students in teaching, SCTA started the California Education Clubs in high schools, developing a statewide plan which was approved by CTA Board of Directors. Each SCTA chapter is asked to sponsor a CEC club in its area, and some, like the chapter at



SCTA officers conduct Council meetings with professional ease. Shown at a recent session are, left to right, Norma Benassini, state secretary; La Donna Land, chairman of the California Education Clubs committee; and James Relph, state president.

Humboldt State College, sponsor several clubs.

With a thoroughness to which adult organizations might aspire, SCTA's Committee on Recruitment also developed a plan for recruitment clinics that SCTA chapters can sponsor in high schools. Committee members worked out several clinic plans, and asked some local SCTA chapters to try them. Results were carefully compiled in a four page mimeographed proposal, designed to avoid "time-wasting through trial and error." As well as aiding recruitment directly, the proposal notes that when clinics are held, "faculty members are often graphically reminded of their own responsibilities for recruitment."

Professional ethics is an unknown chapter to most students. And SCTA Ethics Chairman Kathleen Harris points out that it's a difficult subject for students to appreciate. "Everyone, whether he knows it or not, has a personal code of ethics," she says, "and when graduates begin teaching they assume they'll do the right thing, without always realizing the implications of the teacher's responsibility to students, the school and the community."

Livewire Kathy and her committee want more beginning teachers to

understand their professional obligations. Each SCTA chapter has an ethics chairman, and every SCTA member receives a copy of the Student Teachers Code of Ethics. In addition, the committee this year sponsored a regional conference on ethics. Organized much like a CTA professional relations conference, the day featured discussion of ethics based on actual problems of teachers and student teachers.

SCTA's own Code of Ethics has received national recognition as the first such code to be developed by and for students. It has been reproduced in a college textbook widely used in teacher education institutions to illustrate work of the student association movement.

#### PROGRAMS EXCELLENT

Planning for local chapter programs is impressive. Shining through year-end reports from 56 chapters is the students' desire to know as much as they can about the profession they've chosen. They want to hear from first-year teachers about "The Things They Didn't Tell Us"; they get speakers and hold discussions on such diverse topics as proposed credential changes, ethics, juvenile delinquency in the schools, exceptional children, child guidance,

student teaching, professional organizations and job interviews.

"Our chapter has reached the point where we are constantly asked to provide speakers for, or participants in, various college activities," a president reports. Another chapter writes that its president served as chairman of the city board of education on Youth Day, while other members held teaching and administrative posts.

At least one SCTA group gives a tuition scholarship to a student in the education department each year. Another is proposing that SCTA, statewide, establish a grant to be given to an outstanding California teacher working for his doctorate in an accredited institution here or abroad.

SCTA's don't limit their efforts to California. They've also given leadership to the student NEA. Through their Student NEA Relations Committee, members are encouraged to join SNEA, and are kept informed of its programs; local chapters may also be SNEA affiliated through a joint chartering process.

What does SCTA experience add up to? Miss Barbara Hansen, SCTA president in 1955-56, put it this way: "I learned that every teacher must be concerned with the standards of his profession—with who enter teaching, how they are trained, and how well they understand and enforce the ethics of their profession. If the profession is to make real progress, we must demonstrate that we can accept these responsibilities."

Barbara, who teaches at Borel School in San Mateo, puts her convictions to work as chairman of the TEPS Committee of San Mateo Elementary Teachers Association and chairman of the Recruitment Committee of San Mateo County Teachers Association. The impressive list of former SCTA's who serve on State and Section Councils and committees, and hold positions of leadership in local CTA chapters shows that Barbara's experience is not unique. SCTA is, as President Jim Relph describes it, "a workshop for quality leadership."

—JEAN VON CHRISTIERNSON

# ASSIGNMENT

## and the Teaching Credential

By *Lucien B. Kinney*



*Dr. Kinney, professor-emeritus of education at Stanford University, now devotes himself full time to projects which extend his already-achieved preeminence in the fields of licensure and accreditation.*

ANY DISCUSSION of credential revision inevitably raises the question of teacher assignments. The support for any given proposal and the suggestions for modification ordinarily hinge on the assurance they provide that teachers will teach within the area of their preparation.

This concern is not limited to members of the profession. The public recognizes, as does the profession, that whether or not a teacher is competent depends not only on quality of his preparation but on his teaching assignment as well. There is, accordingly, an increasing demand for assurance that *all* teachers will be assigned to their field of preparation. The question is how such assurance can be provided.

### ARE THEY PREPARED?

To what extent are teachers now assigned to the fields for which they are prepared? Some relatively recent information published by the California State Department of Education<sup>1</sup> is suggestive as to general practices at the secondary level and justifies some tentative conclusions.

Aside from mathematics, it may be seen that about ninety per cent of the high school classes in major subjects are taught by teachers with a major or minor in that field.

### THE PER CENT OF CLASSES AND OF PUPILS TAUGHT BY TEACHERS WITH APPROPRIATE MAJORS AND MINORS

Field	Per Cent of Classes	Per Cent of Pupils
Foreign Languages	89	90
Language Arts	90	91
Mathematics	67	67
Science	89	88
Social Studies	86	87

Mathematics evidently presents a special case. Does this mean that mathematics teachers are being improperly assigned? Some light is thrown on this question by data on the per cent of teachers prepared for each field who are teaching entirely outside their fields of preparation. It appears that only one teacher in a thousand who has a major in mathematics is teaching some other subject. If he has a minor it is one in three hundred. There simply are not enough mathematics teachers to staff the classes.

No table, of course, can indicate which assignments outside the field of preparation represent necessary adjustments which have been carefully studied, as distinct from those that are gross misassignments. It is evident, however, that in any high school some teachers may need to handle classes outside their fields of preparation. This is a reflection of two general factors:

<sup>1</sup>California State Department of Education, *California Teachers, Their Professional Qualifications, Experience, and the Size of Their Classes, 1956-7*, Bulletin 27 #10, Sacramento, California, Oct. 1958.

- a. Fluctuations of teacher supply and demand which result in shortages in some fields, and relative surpluses in others.
- b. The improbability that in any school the courses taught will precisely match the fields of teacher preparation.

### WHAT CONTROLS ARE NEEDED?

Any class taught by a teacher not prepared in the field penalizes both teacher and pupil. There should be some assurance that each assignment has been given the most careful study. In particular there should be assurance on two points:

- a. That such an assignment is actually necessary.
- b. That the teacher assigned is the best choice from those outside the field of preparation. Even among those without a major or minor in mathematics, for example, there are differences in competence and interest. The responsibility of the administrator to utilize fully the resources of his staff is at least as important in these classes as in those assigned to fully prepared teachers.

### CAN CREDENTIALS DO THE JOB?

The general interest in appropriate teacher assignments has led to a variety of proposals for control of assignments. The type of control most commonly proposed and attempted, however, is restriction of credential authorization. Experience with the special secondary credential in California has naturally suggested extension of the same protection to teachers in all secondary fields. What is too often overlooked is that the inflexibility in special secondary authorization is made possible only through flexibility in authorization of the general secondary. When courses to be taught and teacher preparation do not "come out even," teachers with the general secondary credential take up the slack. Once the rigidity in authorization is extended to all credentials, courses for which no teacher is formally prepared must be dropped.

Since the public is not yet prepared for so drastic a solution, those states in which the authorization is limited still provide some flexibility. Thus the teacher may teach one course (or it may be one-fifth of his load) outside his major and minor fields of preparation. It is interesting to estimate how much difference such a regulation would make in California practices. The bulletin referred to above reports that about three-fourths of the secondary teachers in California are teaching *only* in their major and minor fields. It is reasonable to assume that a considerable proportion of the remaining fourth are teaching only one course outside their fields of preparation. If this is true, then considerably less than one-fourth of the teachers in California would be affected by the regulation typical in states with inflexible authorization.

To what extent would such a regulation improve practices in teacher assignments? Clearly, it could provide no assurance on either point:

- a. That such an assignment is necessary; and

- b. That the preparation of the teacher assigned was reasonably adequate.

Such a regulation can be justified only if it is assumed that it does not matter who teaches the classes not staffed by a fully qualified teacher.

### CENTRALIZATION IS WEAK

The basic weakness of any plan designed to control assignment of teachers through restriction of credential authorization is in centralizing a function that calls for local control. The responsibility for effective use of personnel belongs with the local administration. No one else is in a position to determine the real need for use of staff outside their fields of preparation, and to capitalize on teacher competences developed through experiences and interests as well as through formal completion of majors and minors. The weakness of centralization is revealed in such symptoms as these:

1. Attempts to control teacher assignments through credentials present no assurance that the need for a teacher to be assigned outside his field is genuine, or when it is, that the situation is being handled in the most effective way.
2. Such attempts remove from the local administrator the responsibility for his most important service, which only he can perform adequately, namely, the effective utilization of his staff.
3. Control of assignments through credentials presents an illusion of effectiveness which, in states where it is found, has resulted in a complacent assumption that this crucial problem has been solved.
4. Utilization of credentials for this purpose indicates a confusion as to the real purpose for a credential structure which leads to a continuing multiplicity in the credential structure, and a fragmentation of the profession.

### HOW TO CONTROL

The most effective method for controlling teacher assignments is the simplest, namely, to utilize the resources at hand. Rather than to ignore his existence, or to place inflexible limitations on his authority, the rational procedure is to make the local administrator specifically responsible for teacher assignments, and accountable for results. Since authority and accountability are inseparable facets in any effective operation, there must be an accounting of quality of performance to the public and profession. This function is provided for by the accreditation procedures developed by the California Association of Secondary School Administrators. In place of a general quantitative standard, geared to the resources of the marginal institution and checked by a bookkeeping operation, CASSA provides for a periodic review by an accreditation committee. The performance of the administrator is systematically evaluated in light of available resources, and he has an opportunity to justify appointments where qualifications are not clearly in line with assignments.

In view of the wide general interest in secondary

teaching assignments, the accountability of the administrator to the public, as well as to the profession, needs recognition. This suggests the desirability of regular reports, similar in purpose to the one cited above, but with more detail.

Even with these provisions there may be instances of gross misassignment of teachers. Any assignment that is clearly inappropriate is of serious concern to the profession as a whole. Here the welfare both of pupils and of the profession is involved, and action by the organized profession is in order. The proposal by the California Teachers Association<sup>2</sup> that questionable assignments are a proper concern of the local organizations is in line with the general responsibility of the professional association for supervision of professional standards.

These, or similar procedures, exemplify the best principles for effective administration, namely, local responsibility for local operations, with accountability to the profession and the public. There can be no question that a public and profession fully informed on current practices would be a strong stimulant to effective administrative performance, or that available machinery is adequate to deal with situations that are out of line with acceptable standards.

## TWO SEPARATE PROBLEMS

Before improvement is possible either in the cre-

dential structure or in the quality of teacher assignments, it is necessary that the two become disassociated in our thinking. They have become synonymous to the extent that independent progress on either front is extremely difficult. This confusion of purposes results from having asked ourselves the wrong question about credentials. Instead of asking, for example: "How can the credential structure be designed to prevent anyone from misassigning teachers?" the questions should be: "What is the best way to assure proper assignment of teachers?" and "What purposes should credentials be designed to serve?" Until the purposes to be served by credentials are properly understood, any steps toward credential revision can have little real value.

Once it is recognized that control of teacher assignments and certification are two separate and distinct problems, we are ready to proceed with the development of a sound credential structure. The merit of any proposed structure is to be found in the clarity with which the function of certification is recognized—the identification of the qualified member of the profession. It is when we attempt to design certification to perform functions for which it is unsuited that we introduce factors that inevitably lead to multiplicity, inflexibility, and inefficiency.

<sup>2</sup>Commission on Teacher Education, *Licensure of Teachers in California*, Bul. No. 10, California Teachers Association, Burlingame, California, 1959, p. 4.

# TEPS CONFERENCE ON CERTIFICATION

**Summer meeting at San Diego set for June 21-24**

"THE EDUCATION OF TEACHERS: CERTIFICATION" is the theme of the 15th annual National Teacher Education and Professional Standards Conference to be held June 21-24 at San Diego State College.

This will be the third and last in a series sponsored by NCTEPS-NEA. The first, at Bowling Green in 1958, covered new perspectives and the second, at Kansas last summer, considered curriculum problems. In each case the conferences were co-sponsored by nine national associations interested in improving programs for the education of teachers.

Representation will be balanced, including registrants from elementary and secondary schools, college representatives, and state and national educational associations and legal agencies.

Participants will be housed in five air-conditioned dormitories on the college campus and meals will be served in the Commons. The Friday banquet will be held at the El Cortez hotel in San Diego. The number of registrations will be limited to less than 1,000. Conference headquarters will be set up in the Home Economics Building.

California is expected to have a delegation of 75 at the conference, headed by Russel Hadwiger, chairman of CTA's Teacher Education Committee. Hadwiger

pointed out, in announcing the plans for the conference last month, that the Committee was unable to underwrite the expenses of the four-day meeting (\$31.50 per person and \$3 registration) but that participation would be by invitation only—at the teachers' expense.

Dr. Charles Hamilton, CTA Teacher Education executive, predicted that the discussions at the San Diego meeting would be particularly useful to Californians, in view of the continuing discussions in this state on the subject of certification.

## TEACHER EDUCATION WORKSHOP IN AUGUST

Eight weeks after the NCTEPS conference, the same facilities at San Diego State College will be used by six co-sponsors for the 1960 Teacher Education workshop. Program development in teacher preparation will be the theme of study for the meeting from August 14 to 20.

Sponsors include CTA, CASA, CCPT, CSDE, CSBA, and CCTE. Manfred Schrupp, dean of education at San Diego State, will be director and Mrs. Mary Jane Harder, chairman of teacher education for the California Congress of Parents and Teachers, is chairman of planning. Additional information may be secured from Dean Schrupp.



Using the state-owned conference center at Asilomar, the 362 members of the State Council of Education held its annual meeting April 8-9. President Rhodes introduces representatives of CTA's affiliated organizations. Photos by Devlin.

## STATE COUNCIL OF EDUCATION

# UNIFIED DUES DEFERRED

UNIFIED DUES, the proposal that membership in California Teachers Association, local chartered chapters, and the National Education Association should be mutually interdependent and mandatory, lost decisively when the State Council of Education cast its votes April 9.

At the annual meeting of CTA's governing body, held April 8-9 at Asilomar, Pacific Grove, the unified dues issue resulted from a plebiscite of the membership as directed by the Council at its December meeting. Two propositions were on the ballot. No. 1 read "Shall membership in CTA and charter chapters of CTA be made mutually interdependent and mandatory?" It lost by a vote of 127 to 200. No. 2 read "Shall membership in NEA, CTA, and chartered chapters be made mutually interdependent and mandatory?" It lost by a vote of 72 to 274.

Later in the general session, under new business, Richard Kirkendall,

speaking for Southern Section, offered a resolution, which was adopted by voice vote. The motion read:

"Whereas, the membership of CTA is cognizant of professional benefits derived from support of professional associations on the local, state, and national level, and

"Whereas, it is desirable that teachers recognize and accept the fact that professional achievements benefit every member of the profession and therefore every member of the profession should support financially each of these associations, and

"Whereas, the history of unified membership, where adopted, has done much to strengthen professional teacher associations and membership increases because additional services can be rendered for the mutual benefit of all teachers; therefore

"Be it resolved that the California Teachers Association:

1. Reaffirm its position endorsing the principle of unified professional membership (local, state, and national).

2. Continue to support and honor the decision of those local associations which have adopted a unified membership program,

3. Encourage local associations without a unified membership program to consider its adoption.

During debate on the resolution, it was indicated that the strongly negative vote on the ballot resulted from surveys of localized opinion in which there was general resistance to the term "mandatory." The almost unanimous acceptance of the resolution became a restatement of a long-standing Council view.

## NEW BOARD MEMBERS

Three members of the state board of directors, nominated by their respective Section Councils, were elected by the Council. They are Norman Hass, Mary Stewart Rhodes, and Judson Taylor.

Norman Hass is currently president of CTA Southern Section and teaches English at LeConte junior high school in Los Angeles. He has served on numerous professional committees and has been a dynamic leader in the Los Angeles area. He succeeds Miss Mary Catherine Smith, San Diego elementary

teacher, who served on the board since December 1953.

Mrs. Rhodes, who completed at this meeting her second year as CTA's first woman president, was renamed by Central Coast Section for board membership, to begin her third term.

Judson Taylor, principal of James Logan high school in Union City, was formerly president of the Bay Section. He was a member of the State Council for four years and has been active in CTA since 1936. He succeeds Jack D. Rees, Hayward superintendent of schools and CTA president 1956-58, who retired from the board at this meeting at the end of his third term.

#### PALMER NAMED PRESIDENT

John H. Palmer, Marysville superintendent of schools, was elected chairman of the board of directors and president of CTA for 1960-61. His third term on the board will expire at the April 1962 meeting. He has also served as an NEA Director from California since July 1954 and two years ago he was chairman of the NEA Relations commission.

Sarah Carter, Eureka high school teacher and board member from the North Coast Section, was named vice president by the board.

#### NEA DIRECTORS

California, having passed the 60,000 mark in National Education Association membership, is entitled to four NEA Directors, the first state to achieve this distinction.

Hazel Blanchard, Fresno elementary school principal, has served as senior director and chairman of the NEA Relations commission for the past year, and will continue to serve this year. With the endorsement of her local association and Central Section, the State Council gave its warm approval of her candidacy for the office of NEA president-elect (first vice president) at the NEA convention of 1961.

Jack Robinson, Paramount superintendent, was named as the board of director's member on the NEA board, succeeding John Palmer.

Myrtle Flowers, past president of CTA Southern Section and Bell-

flower elementary teacher, was elected to succeed Jennie Sessions of Inglewood as the third director.

The fourth director, with Council approval, will be named by the Bay Section Council at its meeting of May 14. The three new directors will take office July 2 at the conclusion of the NEA Delegate Assembly in Los Angeles.

#### BYLAW CHANGES APPROVED

Twenty changes in the CTA by-laws were approved almost unanimously (321 to 2) by the Council. Changes, mostly technical, as suggested by the Advisory Panel on Evaluation of Program and Services, were published in the March issue of *CTA Journal*. The only debate was on Amendment 2 in which a motion was lost which would have extended qualification for CTA membership to any teacher in private or parochial schools.

#### PRESIDENT'S SPEECH

President Mary Rhodes, in delivering her annual report to Council, reviewed some of her experiences in the office during the past two years. She said she believed the continuing strength of CTA will depend on participation of local chapters, "where every member should be able to voice his ideas." She also indicated that a major battle of the future will be in the improvement of preparation programs and assignment and in greater professional activity in setting up qualifications for teaching.

#### SECRETARY REPORTS

Dr. Arthur F. Corey, CTA executive secretary, reported in his annual message that current membership has reached 109,418—about 7,000 more than the same time last year. He predicted a 1960 total of 113,000, with the greatest gain, both in percentage and numbers, in the history of the Association. He said the gain this year will probably equal the total gain for the 15-year period from 1933 to 1948.

He commented on reports of 207 consulting groups which met in the spring for discussions of public relations (detailed on page 24 of this issue). He indicated that the Susanville

case on the unprofessional conduct of a member had established the Association's qualification to ascertain the facts and obtain legal support based on the testimony of expert witnesses. He said it was good that people should know about this case, particularly the truth that abridgement of freedom of speech could not be shown as an issue. He closed by suggesting that leadership in education would remain in the classroom and that new Council members—nearly one-third of those present—would accept new leadership responsibilities.

#### GREETINGS BROUGHT

At the Friday morning general session, Mrs. Frank Snowden, president of the California Congress of Parents and Teachers, described the recent conference at Asilomar, in which 64 classroom teachers joined parent leaders in discussing the role of the teacher in PTA activities.

Judge Eldridge, vice president of the California School Boards Association, brought the greetings of his organization.

Paul Cook, chairman of the Classroom Teachers Department presidents, introduced Ewald Turner of Oregon, who will be a candidate for president-elect of NEA at the Los Angeles convention. Turner, who spoke briefly, is a past-president of the National Classroom Teachers Department.

Jack Rees and Mary Catherine Smith, retiring members of the board of directors, were presented certificates of appreciation by President Rhodes.

Dr. Wallace Hall, associate superintendent of public instruction and former executive secretary of the Bay Section, spoke on the current textbook printing problem and expressed the hope that the attorney general would render an opinion which would "make it possible to have the best possible books in our classrooms." He also described the phenomenal growth problems in California schools and suggested that "we must give renewed dedication to the idea of improving instruction, a goal toward which we will move in this decade."



## Work of Council Is Constructive

Teachers now travel by air. Shown here is a large delegation of southern California members of the State Council who used chartered plane to Monterey.

**M**OST IMPORTANT work of the State Council of Education is accomplished by the ten committees and five commissions of CTA, which meet independently through the year but submit recommendations for action to the general assembly in April and December.

Committee studies and recommendations to the Council on April 9 included the following:

### HIGHER EDUCATION

Dr. Fred T. Wilhelms of San Francisco State College, chairman of the Higher Education Commission, described the studies of the Commission and its interest in legislative progress of the master plan.

### EDUCATIONAL POLICY

Evaluative criteria for physical education programs, soon to be published, were endorsed by the Council after recommendation by Karl Bengston, chairman of the Commission on Educational Policy. The criteria came out of the California Fitness Project in which CAHPER participated.

Studies in which the Commission is now engaged include accreditation of schools, components of a desirable educational program, staff structure and relationships, and public and professional roles in determining educational policy.

### NEA RELATIONS

Preparation for the NEA convention to be held in June at Los Angeles was described by Mrs. Hazel Blanchard, chairman of the NEA Relations Commission. The California delegation will meet daily during the convention in the Shrine Auditorium and will maintain a hospitality room on the third floor of the Biltmore Hotel. A delegate handbook has been published for use at orientation meetings to be held in the Sections in mid-May.



Mrs. Blanchard said there will be a strong campaign for adoption of Amendment No. 4, proposed by California, which would reorganize the governing bodies of NEA.

Council approved the Commission's proposal to submit to the NEA Resolutions committee the CTA policy on racial integration in the schools. If presented to the Representative Assembly, the California delegation will support its adoption.

### PERSONNEL STANDARDS

Miss Miriam Spreng, chairman of the Personnel Standards Commission, reported that the NEA Ethics Commission, at the request of CTA, has scheduled an open discussion of a proposal to adopt a single code of ethics for the profession in the U.S.

The ethics program of CTA has been scheduled for discussion by consulting groups next January and February, she said.

The Council approved the Commission's recommendation for revisions in the publication *Administrator Ethics in Personnel Matters*. The revised booklet will be issued this summer.

### TEACHER EDUCATION

The committee and commission on Teacher Education, according to a report by Chairman Russel Hadwiger, has distributed a draft of a policy statement on teacher preparation to be acted on in December. He also said action is being sought on the establishment of a division of teacher education in the State Department of Education.

### FINANCING PUBLIC EDUCATION

Paul Ehret, chairman of the committee on financing public education, said that the committee, looking for-

ward to 1961 legislation, is studying junior college financing, distribution of federal funds, and costs of education in the 7th and 8th grades.

He proposed, and the Council adopted, a resolution "that the CTA vigorously support passage, at the June 1960 election, of the constitutional amendment providing for \$300 million of state school building bonds."

#### RETIREMENT

Mrs. Corrinne Hancock, acting chairman on behalf of Miss Catherine Hanrahan, reported study by the retirement committee of out of state service credit, supermaximums, and loss of out of state service prior to 1944, due to withdrawal of contributions.

The Council approved this motion on coverage of STRS members:

"CTA will sponsor legislation to amend the California Education Code to permit a member of the State Teachers' Retirement System who is heretofore or hereafter assigned to perform duties for the public schools of this state, for which credentials are not required, and which otherwise do not constitute a status requisite for membership in the System, to continue to be a mem-

ber of the System with respect to the latter duties, provided he elects to do so."

#### PROFESSIONAL RIGHTS

The Professional Rights and Responsibilities committee, Chairman Robert Dais reporting, is studying problems of the California Youth Authority teachers, CTA placement services, teacher rights under educational television, teacher assignments, and potential court involvement cases.

A six-point program for adequate protection of teachers under the state compensation insurance fund was introduced and accepted by the Council. Added was a provision that "No teacher shall be denied progress on the salary schedule because of loss of working time due to accident and/or illness covered by Workmen's Compensation." A new publication has just been issued by CTA, prepared by William Kingsley.

#### SALARY SCHEDULES

Harold Teter, chairman of the Salary Schedules and Trends committee, pointed out that the committee is now studying items to be added to the current merit rating kit of publications, implications of the 11-month school for teachers, extra pay

for extra duties, and the relationship of administrative salaries to teacher salaries.

The Council authorized a change in the Salary Policy statement (No. 18 on page 9) which would recommend that maximum salary allowance for previous experience outside the employing district be increased from five to ten years.

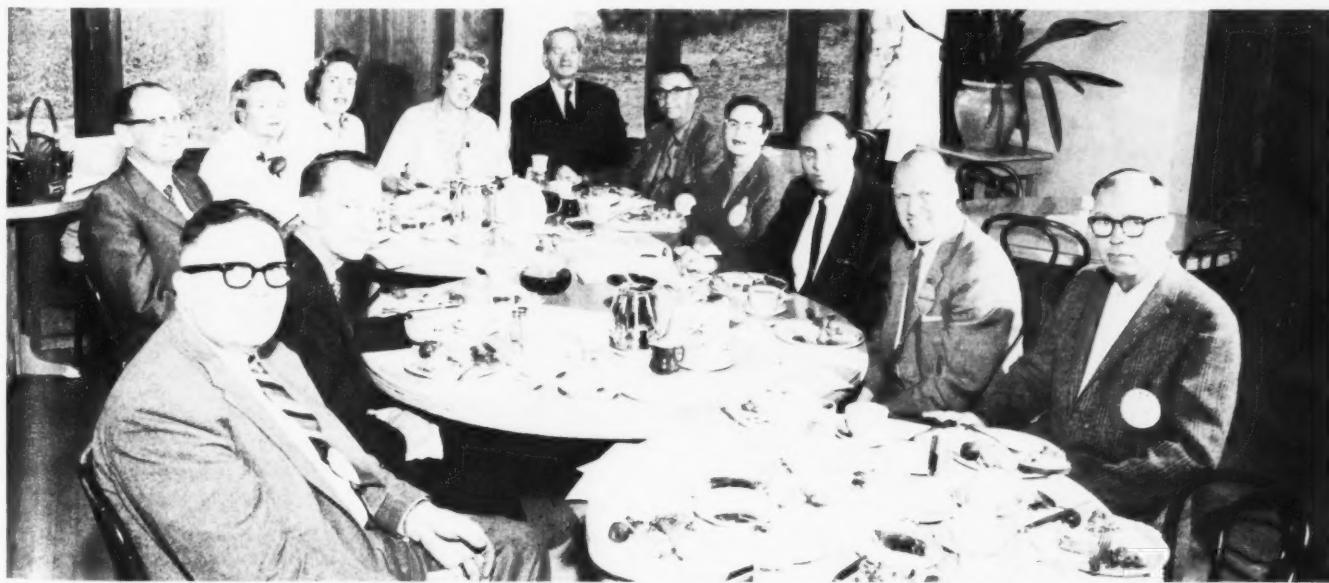
#### TENURE

Harvey Kirlan, chairman of the Tenure committee, asked that CTA sponsor legislation to extend the provisions of the mandatory tenure law to districts of 250 ADA and over. Council adopted the motion, repeating a former action which had failed to pass the 1959 Legislature.

Another recommendation, which had been cleared by the Legislative committee, provided for sponsorship of legislation to require that written reasons for non-reemployment of a probationary teacher be given to the teacher upon his request. Council approved unanimously.

#### YOUTH ACTIVITIES

Ronald Lambert, chairman of the Youth Activities and Welfare committee, reported on his participation in the 1960 White House Conference on Children and Youth.



John H. Palmer, front left, was elected president of CTA when the new board of directors organized April 9. Left to right around the luncheon tables are: Norman Hass, CTA-SS president and newly elected board member; Walter Maxwell, executive for administration; Sarah Carter, vice president; Helen Johnson, office assistant to the executive

secretary; Mary Stewart Rhodes, junior past president, renamed for a third term on the board; Arthur F. Corey, executive secretary; Jack Robinson, member; Helen Von Garden, member; Ben Kellner, member; Judson Taylor, newly elected member from the Bay Section; and Charles Herbst, member.



Typical of the ten committees and five commissions which met for a full day of study and discussion of current projects was the International Relations committee, shown here. Center rear is Miss Esmé Jesson, chairman, who will attend the WCOTP conference in Amsterdam this summer.

He read a resolution based on Conference opinion offering full support to legislation providing federal support for school construction and teachers' salaries. The Council approved.

Another resolution offered by the committee, a restatement of a position already assumed, called for sponsorship of legislation to amend Section 12152 of the Education Code, which describes categories of pupils exempted from attendance in schools. Council approved the motion, which read:

"Children whose physical or mental condition is such as to prevent or render inadvisable, attendance at school, or application to study, or who for any other reason, after counseling and other available resources have been utilized, will no longer benefit from continued attendance upon such school, shall be exempted, and the governing board of the district shall require satisfactory evidence of the condition to be furnished. If a pupil is exempted, the parent or guardian of the pupil may appeal to the county board of education and its decision in the matter shall be final."

#### MORAL AND SPIRITUAL VALUES

Lois Miller, newly named chairman of the Moral and Spiritual Values committee, gave a summary of committee purposes and appealed

for an understanding throughout the profession of methods to encourage worthy values without attempting to impose them.

#### INTERNATIONAL RELATIONS

Named a delegate to the WCOTP conference to be held in Amsterdam this summer, Chairman Esmé Jesson of the International Relations committee commented on the growing international interests of teachers. She pointed out that subcommittees were working on a publication for foreign students, a study of minority groups, encouragement of World Friendship Clubs, and the use of audio-visual materials on international subjects.

#### LEGISLATIVE

Jack Robinson, chairman of the Legislative committee, reviewed some of the accomplishments of the 1960 Legislature, which had adjourned April 7. (The school bond issue, the master plan for higher education, and the pay increase for state college personnel are detailed elsewhere in the *Journal*.)

In addition to issues mentioned above, the Legislative committee recommended and the Council approved the following legislative actions:

CTA endorses SCA 31, amending the Constitution to increase compensation for each member of the Legis-

lature to \$750 for each month of the term for which the legislator is elected.

CTA endorses ACA 15, which amends Section 3, Article IV, to extend the term for which Assemblymen elected in 1960 shall serve from two to four years, except that those elected from the odd-numbered districts in 1960 shall vacate their seats at the expiration of the second year so that half of the State Assembly shall continue to be elected every two years.

CTA opposes any tax reduction measures which would impair the ability of the state to meet its obligations, current and future.

CTA will sponsor legislation which will require that all decisions of school governing boards be affirmed by a formal vote and recorded in the minutes. (This was deemed necessary for legal reasons in the employment and dismissal of teachers.)

CTA supports SCA 1 as amended to authorize the State Legislature to establish a term of eight years for trustees of the State College system.

"No action" will be the position of CTA on the proposal for reapportionment of the State Senate.

CTA will sponsor legislation to provide that "a member of the teaching profession cannot be forced to reveal confidences of professional clients, namely: foster or natural parents, legal guardians, students, or other members of the teaching profession, by any person or public body such as a court, a legislative or administrative body; nor can school secretaries, stenographers, or clerks be examined, without consent of employer, concerning any fact the knowledge of which has been acquired in such capacity."

The above proposal on privileged communications, which had been studied and recommended by the Professional Rights and Responsibilities committee, was not intended to mean that records or information should not be available to authorized school personnel.

Council also approved reference to NEA of a measure concerning the support of Point Four Youth Camps in underdeveloped foreign countries.

# College Development Set by Legislature

**Master Plan, endorsed by CTA,  
will provide for long range  
growth of the University.  
State Colleges, and junior colleges.**



*Dr. Fred T. Wilhelms, chairman of CTA's Commission on Higher Education, tells State Council about Commission's interest in legislation based on Master Plan Survey.*

After brief special session consideration, the State Legislature has turned down a proposal to place a master plan for higher education in the Constitution and has adopted instead a statutory blueprint for future development of college and university facilities in California. CTA supported the final action.

Rejected by the lawmakers as inflexible and encroaching upon their prerogatives was the recommendation of the State Board of Education and the Board of Regents of the University of California that constitutional status be given the far-reaching proposals of the Master Plan Survey Team for a system of higher education including junior colleges, state colleges and the university.

Accepted in its place was a compromise plan which embodied in statutory form portions of the original program and called for further action at the next session of the Legislature.

Conspicuously missing from the

measures which cleared the two houses and went to Governor Edmund G. Brown for his action were the guarantees of fiscal and corporate independence sought for the state colleges and the provision of increased State financial aid to junior colleges.

Refusal of the Legislature to accept the constitutional approach appeared to reflect a strong feeling that this fast-growing and expensive segment of public education should remain subject to legislative control. Had the plan been written into the Constitution it could have been changed only by another vote of the people. As it is, the substitute plan can be amended at any time by the Legislature.

The rejected proposal was developed in six months of intensive effort by a survey team aided by a large technical staff. The study was launched last June in response to urgent demands by the Governor and the Legislature that competition be-

tween the University and the state colleges for dominance in the field of higher education be ended and that a co-ordinated long-range plan be developed.

Major provisions of the alternate plan which emerged from the special session are embodied in Senate Bill 33, authored by Senator George Miller, Jr., of Martinez. Related aspects of the program are contained in six other measures, one of them a proposed constitutional amendment.

The Miller bill does in the law several of the things which the Master Plan Survey Team said should be done in the Constitution. It spells out the functions of each of the three segments of higher education and sets up the machinery for a co-ordinated program.

To the University of California, which it designates as the primary state-supported academic agency for research, it grants sole authority to award the doctoral degree, except that it may agree with the state col-



**Jack Robinson, left, CTA Legislative committee chairman, and William H. Barton, assistant governmental relations executive, listen as Robert E. McKay tells the State Council about final results of educational legislation in 1960 session. McKay is CTA governmental relations executive and author of the article on this page.**

leges to award joint doctoral degrees in selected fields, and exclusive jurisdiction in public higher education over instruction in the profession of law, and over graduate instruction in the professions of medicine, dentistry, veterinary medicine and architecture.

The bill creates a separate Board of Trustees for the new State College System of California, an action CTA has advocated at each of the last several sessions of the Legislature.

The ten members of the present State Board of Education, which will be divested of its authority over state colleges by the measure, will be among the 16 initially appointed members of the new board. Serving as ex-officio members will be the Governor, Lieutenant Governor; the Superintendent of Public Instruction and the person named by the board as chief executive officer of the system. In addition the Speaker of the Assembly will sit with the trustees.

Members shall serve staggered terms of eight years each, providing SCA 1, authored by Senator Donald L. Grunsky of Watsonville, is approved by the voters at the November election. Otherwise the terms will be four years. The Master Plan called for 16-yr. terms, the same as for the Board of Regents.

Included in the Miller bill after a hotly contested battle into which the Governor's office was drawn, is lan-

guage giving the State College Trustees full power and responsibility in the construction and development of all new state college campuses, buildings and other facilities and improvements.

At issue was the right of the board to use private architects to design and supervise the construction of state college buildings and facilities, a function now performed by the State Division of Architecture. The provision remained in the bill as it finally passed the Legislature despite strenuous efforts by state agencies and the Governor himself to have it removed.

Primary role of the state colleges, as defined by SB 33, is to provide instruction for undergraduate students and graduate students through the master's degree in the liberal arts and sciences, in applied fields and in the professions, including the teaching profession. Faculty research is authorized to the extent that it is consistent with the primary function of the state colleges and the facilities provided for that function.

Control over the employment, classification and salaries of academic and administrative personnel is vested in the Trustees, while non-academic employees remain subject to State Personnel Board regulations. State college personnel transferred to the new system as of July 1, 1961, are guaranteed rights equal to those held prior to the change.

An advisory body of 15 members to be known as the Co-ordinating Council for Higher Education is created by the bill. It will be composed of three representatives each of the University of California, the State College System, the public junior colleges, the private colleges and universities and the general public.

Function of the Council will be advisory to the governing boards of the institutions of public higher education and to appropriate state officials. It will review the annual budgets and capital outlay requests of the university and state colleges, offer advice on the delineation of functions and will develop plans for the orderly growth of higher education. Biennial reports to the Governor and the Legislature containing recommendations for change are required.

In a declaration of future policy the Legislature limits itself by terms of the Miller bill to authorize or acquire sites for new institutions of higher education only upon recommendation of the Coordinating Council.

The only provisions pertaining to the operation of the junior colleges are contained in a statement retaining them as part of the public school system, subject to control of the State Board of Education. Specified as their area of instruction are the categories of standard collegiate courses for transfer to higher institutions, vocational and technical fields leading to employment and general or liberal arts courses, which may lead to the associate in arts or science degrees.

Although the fiscal independence which the Master Plan recommended for the state colleges is entirely missing from the constitutional amendment and from the Miller bill, a statement of legislative intent is given in another measure, Senate Concurrent Resolution 16, also by Senator Miller.

While it does not have the effect of law and is not binding in any way on future legislatures, SCA 16 does set forth the policies which the present Legislature wants followed.

"To the extent possible within well defined expenditure limits and purposes, based in turn upon an improved system of budgetary reporting, the Trustees of the State College System shall be given a large degree of flexibility in determining the most effective use of funds available for higher education in state colleges," the resolution declares.

"In reliance upon continued demonstrated fiscal responsibility, and consistent with the concern of the Legislature for increased administrative freedom from external control for the state colleges, under the trustees, it is the desire and intention of the Legislature that budget bills hereafter enacted shall provide for the state college system certain exemptions from fiscal and budgetary control similar to those exemptions presently granted to the University of California, except that items for capital outlay shall continue to be subject to review and approval by the Legislature and appropriate state fiscal officers."

One of the related recommendations of the Master Plan, the encouragement of greater enrollment in private colleges and universities, was enacted into law. It was provided in a bill, AB 10, by the late Miss Dorothy M. Donahoe, to expand the present state scholarship program. The number of scholarships will be increased from 1,600 this year to 3,200 by 1964-65, with the amount, now fixed at \$600 a year or the cost of tuition and fees, whichever is less, to a range of from \$300 to \$900, depending on need. Cost of the expanded program will be \$2,560,000 a year.

Bills authorizing establishment of new state colleges in two areas, the San Bernardino-Riverside area and in Southwest Los Angeles County, were enacted.

Major phase of the Master Plan in which no action was taken was the proposed increase of State financial aid to junior colleges to meet higher current expenses and capital outlay costs caused by the transfer of lower division from state colleges and the university. The plan calls

for the diversion of 50,000 students in the next 15 years from the state supported institutions to the locally financed junior colleges, with gradually increased state aid to offset the increased burden on local property owners.

A series of bills, strongly supported by CTA, to give junior colleges an additional flat grant of \$35 per a.d.a. and to provide interest free loans and grants for capital outlay failed to win approval. They stand as the major area of inaction in Master Plan legislation this year.

There were other Master Plan proposals not acted upon. They included recommendations for legis-

lation to make sure that State funds allocated for junior college current expenses or capital outlay be used solely for junior college purposes and that county tuition funds for use of buildings and equipment not be diverted to other purposes.

Also unacted upon was a proposal to bring all territory in the State into districts operating junior colleges. No legislative expression was made on recommended changes in admission policies, better utilization of plants and facilities, or the shift of lower division students to junior colleges.

—ROBERT E. MCKAY  
*Governmental Relations Executive*

## \$300 Million School Bonds To Be On June Ballot

**S**UBMISSION of a \$300 million State bond issue at the June primary election to continue the program of school building aid and inclusion in the budget of funds to finance a 7½ percent salary boost for academic employees of the state colleges and the University of California were among the major accomplishments of the 1960 session of the State Legislature in the field of education.

The bond issue, largest in a series of six submitted since 1949, will bring to \$1,205,000,000 the total amount of State money made available to help school districts meet their construction needs.

The bond measure, SCA 2, authored by Senator Nelson S. Dilworth of Hemet, was accompanied by a bill, AB 56, introduced by Assemblyman Jerome R. Waldie of Antioch, which increased the \$8 million monthly amount which may be made available under the program to \$10 million in 1960 and permits the Legislature by resolution to boost it to \$12 million in 1961. This was a major CTA victory.

In addition, the Legislature made \$20 million available from the General Fund, to be repaid later from proceeds of the bond issue, to finance

approved applications for funds for site purchase and construction which have been held up because all funds from previous bond authorizations had been encumbered. Some districts have been waiting several months for apportionments.

The boost in academic salaries was provided in a compromise version of the 1960-61 State budget. Governor Brown had recommended a 5 percent increase for all state employees, with no special treatment for academic employees. A CTA-sponsored Assembly amendment called for an additional 5 percent for the state college staffs and a similar provision was adopted for the University of California.

A committee of senators and assemblymen appointed to work out differences in the budget came up with the final version which provided a 7½ percent raise for academic employees and a 6 percent across-the-board raise for all employees on July 1 instead of a 5 percent boost on April 1. The Governor's action on the raises was uncertain at press time. He has the authority to reduce, but not to increase the amounts.



A familiar sight to most Californians, famous Hollywood Bowl will be the scene of the annual Classroom Teachers Night, June 29, when the Los Angeles Symphony will present a concert.

## N.E.A. IN CALIFORNIA

RETURNING to Los Angeles for the first time since 1931, the National Education Association's ninety-eighth annual convention is expected to attract nearly 20,000 educators from all over the country. The convention will open June 26 and close July 1.

Four general sessions will be held in the vast Sports Arena. Delegates will register and transact Association business in Shrine Civic Auditorium. The exhibits will be in Exposition Hall.

Theme of the meeting will be: "A United Profession Enhances Quality in Education." This will be developed in more than 400 meetings throughout the six days of the convention.

Among the speakers will be Sen. Hubert Humphrey (D.-Minn.), an aspirant for the Democratic presidential nomination, and Sen. John Sherman Cooper (R.-Ky.), former ambassador to India. Principal speaker at the final general session will be Miss Pauline Frederick, United Nations correspondent for the National Broadcasting Co.

Reports are to be received from various committees and commissions and NEA departments and units which have been concerned during the year with problems confronting the teaching profession. Among the topics to be discussed by delegates are efforts at textbook censorship by nonprofessional groups.

Concurrent with the business sessions for delegates on Tuesday and Thursday there will be meetings, chiefly for non-delegates, at which new developments on the educational scene will be explored. The titles for these sessions are: "The Changing World and Its Implications for Education," "Schools of the World," "New Learning Resources," and "Objectives of Education in the Space Age."

Thursday afternoon, under the general heading of "New Frontiers in Education," there will be four meetings, devoted to the elementary school, the secondary school, higher education, and the NEA project on the instructional program of the public schools. Also on that day there will be three concurrent meetings concerned with the development of effective local education associations.

For Classroom Teachers Night, June 29, the Los Angeles Symphony will play in the Hollywood Bowl.

A large committee of Los Angeles educators, headed by Co-Chairmen Chester Gilpin and Charles Herbst, made exhaustive arrangements for meeting facilities, entertainment, and special features. The CTA Southern Section staff produced a 16-page two color booklet which includes program and general information, transportation and tours, hotel and motel listings, and special attractions in southern California.

Arrangements have been made for movie stars and other notables to meet with many of the state delegations. Special bus arrangements have been made for the Wednesday night Hollywood Bowl performance. Special arrangements were also made for group tours of Disneyland, Marineland, and the observatories. After the convention there will be organized tours of both northern and southern California.

### CALIFORNIA, WITH LARGEST NEA MEMBERSHIP, WILL BE HOST

From all the 50 states professional friends will converge on the fair City of Angeles during the last week of June, giving California teachers a rare opportunity to play host.

Our guests will come to exchange ideas and to mold professional attitudes which will become policy and platform for the largest professional association in the world, the National Education Association.

Our role as hosts is without precedent, for California leads the nation in total NEA membership. With pride in our growth, California will host the 1960 convention, knowing that our voices will be heard.

The week of June 26 to July 1 will be filled with professional activity. It will present a challenging opportunity for those California teachers who have never before attended an NEA convention.

*Hazel A. Blanchard*  
Senior NEA Director for California

Normal summer vacation periods for members of the state association staff will fall between July 10 and August 7. Service during this period may be arranged by appointment only. Placement service in the Burlingame office will be available throughout the summer. The next issue of the **CTA Journal** will be mailed on approximately September 8.

## RESOLUTIONS

The following resolutions were offered:

By Senator Teale:

### Senate Resolution No. 46

Relating to the rededication and centennial celebration of the Columbia Grammar School

WHEREAS, The Columbia Grammar School, a two-story red brick schoolhouse constructed in 1860 by California pioneers in the Mother Lode gold town of Columbia, now a state park, is now in its centennial year; and

WHEREAS, This classic example of an early California school has been restored and preserved as a memorial to pioneer free public education by a gift to the State of more than \$50,000 contributed by the school children of California and their teachers; and

WHEREAS, The 100th birthday celebration and the rededication of this gold rush school will take place on Saturday, November 5, 1960, after which date it will be open to the hundreds of thousands of tourists who annually visit Columbia Historic State Park; now, therefore, be it

*Resolved by the Senate of the State of California*, That the Senate does hereby commend and congratulate those whose combined efforts made possible the restoration of the Columbia Grammar School, with special acknowledgment to: the children of the California public schools and their teachers, who contributed the necessary funds; the California Teachers Association and its chartered chapters, which sponsored the project and bore all costs of administration; the hundreds of school boards, which authorized and supported the project; the California Congress of Parents and Teachers, which commanded the project to its parent and teacher members; the Department of Natural Resources, the State Park Commission, and the Division of Beaches and Parks, which authorized the project at Columbia Historic State Park and contributed historical data, skilled supervision, and official encouragement; the Division of Architecture, which supervised the engineering and construction work, and particularly to Mr. Orvel Johnson, Construction Supervisor, who, with painstaking devotion to historical accuracy and maximum preservation of the original structure, directed the day-to-day work of restoration; and be it further

*Resolved*, That the Senate proclaims November 5, 1960 to be the day for the rededication and centennial celebration of the Columbia Grammar School and invites all citizens of California to attend the ceremonies; and be it further

*Resolved*, That the Secretary of the Senate be, and he is hereby, directed to send a suitably prepared copy of this resolution to the California Teachers Association and one to the Columbia State Park.

Resolution read, and unanimously adopted on motion of Senator Teale.



**CTA'S CAMPAIGN** to restore historic Columbia schoolhouse, begun in April, 1955, will be climaxed next November 5 when the rebuilt red brick building is formally dedicated.

Senate Resolution 46, shown here as it appeared in *Senate Daily Journal* March 24, 1960, closes the five year span from a similarly numbered resolution (reprinted on page 10 of *CTA Journal*, May, 1955) in which Senators Teale, Burns, Berry, and Richards approved and commended the California Teachers Association for undertaking to solicit contributions from California school children for the restoration project.

Additional news about installation of desks and chairs and details of the dedication ceremony will be published in September *Journal*.

## Group Life Plan Provides Higher No-Cost Benefit

Effective July 1 the face value of group life insurance sponsored by CTA through Occidental Life Insurance Company will increase 27.6 per cent without any increase in monthly premium rate. The CTA Advisory Panel on Insurance announced the increased benefits after extensive studies with the company of a favorable mortality experience under the plan.

This is the second increase in face

value of individual protection under the group plan, the first having been 9.5 per cent in July of last year over the original schedules announced on December 1, 1956.

Another benefit effective this summer is the provision that the age bracket formerly set at 60 to 64 years has been extended to span 60 to 66 years, thus providing a substantial increase in coverage in the first year of retirement.

The group life plan, as originally offered to CTA chartered chapters, provided option of three schedules based on monthly premium rates of \$1.50, \$3.00, and \$4.50. An illustra-

tion of the improvement in face value of coverage may be seen in the table below for Schedule 3 (\$4.50 monthly):

### SCHEDULE OF BENEFITS

Attained Age at Nearest Birthday	Dec. 1, 1956	July 1, 1960
Under age 25	\$16,032	\$20,100
25-29 incl.	14,400	18,600
30-34 incl.	12,825	16,800
35-39 incl.	11,250	15,300
40-44 incl.	9,621	13,500
45-49 incl.	7,989	12,000
50-54 incl.	6,921	10,800
55-59 incl.	6,414	9,900
60-66 incl.	4,164	8,100
67-69 incl.	2,757	4,500

# IMAGES REFLECTED

## *Consulting Group opinions show that teachers want to create desirable impressions.*

**E**XALTATION—not pity—should be the CTA's public relations goal for teachers, according to overwhelming responses received from the 207 consulting groups whose reports reached state headquarters prior to April 1.

In assigning priority to positive images which the participants said the CTA should assist in developing, the largest number of "primary importance" and "important" ratings were checked for these desired concepts:

1. Teaching is the basic profession of our society.
2. Teaching is a professional service which can't be measured in days or hours of classroom duty.
3. Teaching is a quality profession based on scientific knowledge and expert skills.
4. Teachers undergo valuable and rigorous preparation for entrance to their profession.
5. The California Teachers Association and its chapters are the voices of a responsible, competent, self-determining teaching profession in California.
6. Teaching is a learned profession comprised of highly educated people.

And what of the frequently observed attitude of "pity poor me, a teacher"? Not one group checked this as a desired image, and it was rated high in importance among the *undesirable* impressions which the CTA should attempt to dispel. Heading the list for *counteraction* were:

1. Teaching is a part-time vocation.
2. Anyone can teach who knows subject matter.
3. Teaching requires easy and relatively meaningless preparation which attracts those who can't succeed in other professional courses.

4. Teachers are interested only in drawing good salaries for the shortest possible number of hours and days of easy work. They take no real professional interest in children.

No goal of consistency handicapped the consulting groups in their conclusions. Despite general agreement that the public image of teaching as a part-time vocation is the profession's chief public relations problem, only a small minority would advocate CTA support for eleven-month employment patterned after the Glencoe, Illinois, program. However, a great majority agreed that a campaign to limit all teachers' duties to a maximum of 40 hours per week would damage rather than enhance professional prestige.

Numerous groups who opposed the 11-month employment plan on a compulsory basis urged strengthening and expanding high-quality summer school programs as adequate means to the same public relations effect, with teacher participation thus kept voluntary. Comments on many reports indicated that the group had read only the abbreviated proposal on the questionnaire and had not referred to the full description in the discussion guide. In these cases, the basis of opposition was "need for a change" or "time for graduate work," both of which are included in the Glencoe program.

Four of the twelve suggested action programs brought widespread support, the first two being almost unanimous:

1. Assist chapters to aid and encourage all members to improve their public relations effectiveness as members of a proud and competent profession.
2. In presenting recommendations for improved school financing, CTA should be more specific in

relating increased funds to desired improvements in the quality of education, and then encourage districts to utilize added funds for these improvements. (Most groups cited class size as the most needed point of emphasis.)

3. CTA should take an aggressive stand to make preparation more rigorous and more meaningful. This effort might include a campaign to eliminate summer and extension courses with sloppy instruction and low academic standards; strict accreditation of teacher preparation schools by the profession itself; exposure of graduate level courses in which the listed professor seldom meets classes, etc.
4. Dramatize teacher concern over education standards by campaigning for effective class sizes, starting with the Conant goal of not more than 100 pupils per English teacher.

More than 2,000 members participated in the 207 groups whose reports were tabulated. It's expected that the final report will reflect the thinking of at least another 1,000 groups, inasmuch as many were formed which had not reported by April 1. At least 20 groups have submitted composite reports or summaries not subject to tabulation but including information pertinent to the public relations goals of CTA.

"The Panel on Evaluation of Program and Services, the Public Relations Advisory Panel and the CTA public relations department will all gain guidance and direction from these reports," predicted Dr. Kenneth Brown, who coordinated the consulting groups project this year. "Other departments, commissions and committees also are affected by the programs proposed to improve the teaching profession's public image."

The final report of the 1960 Consulting Groups on Professional Objectives will be completed during the summer. This will include consideration of all comments and suggestions.

—HARRY A. FOSDICK  
*Public Relations Executive*

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# Dorothy Donahoe Dies Suddenly

State Assemblywoman Dorothy M. Donahoe, 49, of Kern county, died within 45 minutes after she was taken by ambulance to Sutter Hospital in Sacramento April 4.



DOROTHY DONAHOE

Afflicted with chronic asthma, she had steadfastly refused friends' pleas that she accept medical aid, and was transferred to the hospital only after the ravages of pneumonia had taken critical effect during the previous several days.

Ironically, Miss Donahoe succumbed on the eve of what was to have been the successful climax to the legislative groundwork she had established during the 1960 special session. It was all Senator Stephen P. Teale and Senator Walter W. Stiern, the latter from her home county of Kern, could do to dissuade her from attempting to go to the Capitol to preside at hearings on the master plan for higher education by the Assembly education committee. She

had been chairman since January 1959, vice-chairman during the previous four years, and a member since her election to the Assembly in 1952.

Her committee, presided over by Assemblyman Charles B. Garrigus, a teacher from Fresno county and vice-chairman of the Assembly education committee, gave a "do pass" recommendation which she wanted so desperately for the master plan legislation.

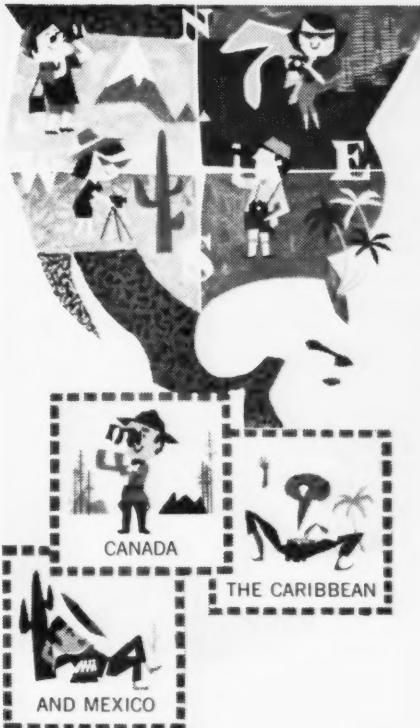
SB 33, authored by Senator George Miller, Jr. of Contra Costa county, which sets up a board of trustees for state colleges, establishes a coordinating council for higher education, and defines the powers and functions of junior colleges, state colleges and the University of California, will be known as the Donahoe Higher Education Act as a tribute to Miss Donahoe's untiring efforts in behalf of the master plan.

The need to support her mother denied Miss Donahoe the advantages of a college education. She found it necessary to take a secretarial job, and then held the position of registrar of Bakersfield High School for 16 years before her election to the Legislature.

Handicapped as a result of infantile paralysis and a severe asthmatic condition, Miss Donahoe nevertheless was active in civic and organizational work in Kern county.

Upon her election to the Legislature, she immediately became a member of the Assembly Education and the Ways and Means committees. This placed her in a position to accomplish the greatest good for her legislative specialties, problems of youth and education, with particular emphasis on the handicapped, and adequate care and treatment of persons in mental hospitals.

She was past president of the California Federation of Business and Professional Women's Clubs, a member of the Native Daughters of the Golden West, League of Women Voters, Grange, Kern County Council of Community Planning, and



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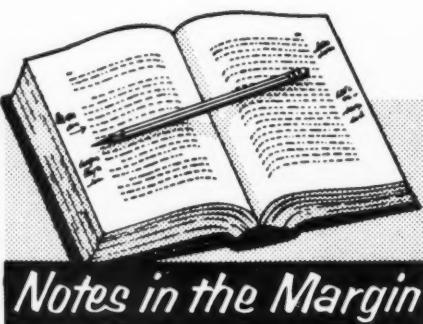
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California Congress of Parents and Teachers. She participated in eight Governor's Conferences on various subjects and in White House and Presidential Conferences on education.

In recent weeks Miss Donahoe was cited by the Los Angeles *Times* as the Woman of the Year in Government, and the week before her sudden demise the Kern County Chapter of California Teachers Association conferred upon her the award as Lay Person of the Year.

"Her death is a personal loss and a loss to the state, especially in the field of education," Governor Edmund G. Brown said. "Dorothy Donahoe proved once again that women can bring the highest qualities of leadership to public office."

She is survived by her aged mother, Mrs. Gertrude Donahoe. Funeral services were held in the First Christian Church in Bakersfield on April 8.



AMERICAN Textbook Publishers Institute (ATPI) has compiled an up-to-date list of more than 400 standardized tests available for use in programs of testing, guidance and counseling. The pamphlet, "Standardized Tests for use in connection with NDEA of 1958," is available at no charge from ATPI, 432 Park Avenue, So., New York 16.

New national school library standards, first set since 1945, appear in *Standards for School Library Programs*, published by American Library Association. These standards are higher than regional or state, represent goals to be attained over a period of years. Paperback, \$2.50, 144 pp., from ALA, 50 E. Huron St., Chicago 11. Accom-

panying publication, *A Discussion Guide*, intended as an aid in planning meetings on fundamental aspects of library programs and services, is priced at 65c, or both may be purchased for \$3.

The English Department of Brea-Olinda UHS has just completed a 76-page English syllabus complete with graded reading, spelling and recording lists. Feeling that it may be helpful to others in the field, Brea-Olinda is making it available at \$2. Order from chairman of English department at Brea-Olinda.

Asst. Professor Patrick Groff, of San Diego State College, recently compiled a list of more than 400 recently-published easy-to-read books for first grade children. When mentioned in the January issue of *Wilson Library Bulletin*, it drew so many inquiries that it has been duplicated. To obtain a copy, send 30c and a stamped, self-addressed envelope to San Diego State, asking for Recent Easy First Grade Books List by Patrick Groff.

National Council of Teachers of English offer the following: *Books for You*, a leisure reading list for senior high school students, 155 pp., 60c each, or 50c in orders for 20 or more; and *Your Reading*, a list for junior high schools, 109 pp., 75c each, or 60c when 20 or more are ordered. Write to NCTE, 704 S. 6th St., Champaign, Illinois.

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back Science Study Series include: *Crystals and Crystal Growing*, *The Physics of Television, Waves and the Ear*, and *The Birth of a New Physics*.

Wonder Books, 1107 Broadway, New York 10, seem to have a sell-out in their "How and Why" science books for children, 7-12. Priced at 50c, with full-color flexible bindings, the books have been edited under supervision of Dr. Paul E. Blackwood, specialist for elementary education, U.S.O.E., and text and art have been approved for accuracy by Oakes A. White, curator of natural history, Brooklyn Children's Museum. For further information, contact the publisher.

A new booklet of experiments entitled "Matter, Energy and Change—Explorations in Chemistry for Elementary School Children," has just been issued by the Manufacturing Chemists' Association. Limited first printing was distributed free of charge. Second printing will be made available with copies selling at a below-cost price of 40c each in orders of four; other orders, 50c each. Write to Education Dept., Manufacturing Chemists' Assn., 1825 Connecticut Ave., N.W., Washington 9, D.C.

#### NEA PUBLICATIONS

*How to Help Your Child Learn* is a hand-

book designed to "tell parents why they are important and how they can help, as the child travels from kindergarten through the sixth grade." Published by DESP and NSPRA, the book was released in Washington during the DESP annual convention last March. Prepared by Beatrice M. Gudridge in consultation with classroom teachers, parents and elementary education specialists, the handbook also discusses teaching methods in various fields, from spelling to science. Copies may be ordered from either DESP or NSPRA, 1201-16th St., NW, Washington 6, D.C., at 50c quantity discounts available.

NEA Committee on International Relations announces the publication of four volumes on teaching about the UN: *International Organization and the United Nations*, 224 pp., \$1.50, provides background information for teachers concerned with instruction about the UN; *Teaching about the United Nations in the Elementary School*, to be published this month, 256 pp., not yet priced; *Teaching about the United Nations in the Junior High School*, 224 pp., \$1.50 and *Teaching about the United Nations in the Senior High School*, 224 pp., not yet priced.

*What Musical Instruments for Me?* asks a recent publication of Sterling Publication Co., 419 Fourth Ave., New York 16. The

book, intended to help children choose the musical instrument they prefer, has been written by Jack Levine and Takeru Iijima, both music teachers. 122 pp., \$2.50.

#### U.S.O.E. PUBLICATIONS

—*The Retarded Child Goes to School*. (OE-35000) 15c.

—*Higher Education Planning and Management Data 1959-60*. (OE-53004) 70c.

—*Administration of Public Laws 874 and 815, ninth annual report*. (OE-22003) 60c.

—*Adult Education in Public Schools, 1940-56*. (OE-13000) 20c.

—*Understanding Testing, Purposes and Interpretations for Pupil Development*. (OE-25003) 25c.

U.S.O.E. publications should be ordered from Supt. of Documents, Government Printing Office, Washington 25, D.C. Number in parentheses is that by which bulletin should be ordered, with title.

Other books of interest:

*Introduction to Space*, by Lee A. DuBridge. 112 pp., 24 illus. \$2.50. Columbia University Press, New York.

*The Modern School Superintendent*, by Robert E. Wilson. \$3.50. Harper.

*Education in the Perspective of History*, by Edward D. Myers, concluding chapter by

Turn to page 32

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You stop and wonder. Will this vacation be the same...precious days...slipping away before you can plan them. Then, you remember it. Something about a Greyhound vacation. Was it on television? In a newspaper ad? You rifle through the travel section of the newspaper. And there it is...a Greyhound vacation advertisement. "Stop at your Greyhound Travel Bureau for information," it says...and you do. Why not! Greyhound has been in the travel business a long, long time.

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Arnold J. Toynbee. \$6.00. Harper.

*Public School Fund Accounting*, by Sam B. Tidwell, CPA. \$7.50. Harper.

*Goals of Education*, by Frederick Mayer, introduction by Emory Stoops. \$3.25. Public Affairs Press, Washington 3, D.C.

*What's A College For?* by Robert M. Hutchins, Max Lerner, Mark Van Doren and others. Symposium sponsored by Miami University. \$3.25. Public Affairs Press.

*Lincoln's Journey to Greatness*, by Victor Seacher. A factual recreation of the President-elect's dramatic 12-day trip from Springfield to the White House. \$4.50. John C. Winston Co.

*Truman Speaks*, by Harry S. Truman. His Radnor Lectures at Columbia University. 150 pp., \$3.00. Columbia University Press.

*The Soviet Design for a World State*, by Elliott R. Goodman. 584 pp., \$6.75.

*Current Soviet Policies—III*, documentary record of the 21st Extraordinary Congress of the Communist Party of the Soviet Union. Edited by Leo Grulow and staff. 256 pp., \$6.00. Columbia University Press.

*Manpower and Education*, by the National Manpower Council. 275 pp., \$5.00. Columbia University Press.

**FOCUS ON VALUES IN ELEMENTARY EDUCATION**. By Laura Zirbes. G. P. Putnam's Sons, N. Y., 1960. 238 pp. \$4.50

Who wants to go back or send his child back to the "golden rule days" and the enshrined "3 Rs," when today's elementary education has been enriched and vitalized for every man's child without neglect of the so-called fundamentals? Nevertheless, there is need for further improvement which takes account of today's needs and resources, and Dr. Laura Zirbes, emeritus professor of education of Ohio State University, has written a book emphasizing such approaches to quality teaching.

What is quality teaching? It is teaching which basically recognizes the child's capabilities, ambitions, frustrations and dreams. Quality teaching insures quality learning. The child learns at his rate of speed, at his level of attainment in an atmosphere conducive to growth. He is recognized as an individual in a group situation—the classroom.

Today, more than ever, parents, teachers, administrators are questioning the absence of challenge in the teaching-learning situation. Too often, the author contends, teachers employ values which are not in line with the forward thinking of new and exciting educational developments. A teacher who values initiative and self-confidence will foster these ideas in the classroom. She will help learners make value judgments in individual and group planning and in evaluation. She will help and encourage the individual to work at his highest level of attainment.

As the author states, "Insightful teaching which is balanced succeeds in producing for enrichment as well as for fundamental skills; in fostering extensive as well as in-

tensive reading; in challenging group thinking as well as individual initiative; in balancing freedom with responsibility; in raising the aspirations of the most capable but also encouraging the best effort of the less capable."

The book contains no index as such but employs a novel approach to locating the many case instances through a "case finder" at the end of the book. A bibliography for further reading is included.

—LEONARD L. LASNIK,  
Principal, McDowell School  
Petaluma

**THE VANISHING ADOLESCENT**. By Edgar Z. Friedenberg. Boston: Beacon Press, 1959. 144 pp. \$2.95.

A teacher casts a sympathetic eye on the public high school and the creatures that inhabit it and is troubled by what he sees. He sees adolescents possessing immense capacity for tenderness, admiring competence and craving to become competent, and earnestly seeking clarity and meaning in themselves. Too often they meet tragic frustration.

Why? Because our "democratic" high school is intolerably class conscious, and because it is vulnerable to public pressures. Because its melting pot atmosphere turns out a uniformly Americanized product, bland and creamy, and because it increasingly threatens the privacy of the student with its anecdotal records available to every prying agency.

Friedenberg suggests that these factors, and some others, do prevent the emergence of strong adolescents with competence and self-esteem.

It is a convincing thesis, forcibly presented, in prose so pungent that the publishers dare to compare it to "Catcher in the Rye."

—DON ROBINSON  
San Francisco

**A HISTORY OF EDUCATIONAL THOUGHT** by Frederick Mayer. Charles E. Merrill Co., Columbus, Ohio, 1960. 494 pp. \$6.95.

This volume is really three books in one—a history of the world's religions, an analysis of its philosophies, and a chronological evolution of various educational systems—and is excellent from all three points of view. Timespan covered is more than four thousand years, making the book not so detailed as to bore the general reader, and especially suiting it for the college student and future teacher.

The three chapters of Introduction could well be assigned reading for beginning teachers or for every teacher every September. Because they are busy with the mechanics of education, instructors often forget its aims and cease to realize creative potentialities. Professor Mayer brings them forcibly to mind.

In the main part of his book, Professor Mayer begins with the religion and educa-

tional system of India—a country which Walter Lippmann believes holds the key to America's future. As India goes (Communist or Democratic) so goes the rest of uncommitted Asia. Professor Mayer covers the ideas of Tagore and Ghandi on Indian education, but omits the practical impact.

The chapter on Chinese Philosophy and education has one weakness: Professor Mayer does not go into the radical changes in education since 1950, when the Communists took control. Today, for the Chinese, Mao Tse-tung's theories on education are all-important and the Confucian system is entirely passé. The author passes this with barely a nod.

In a section on the educational impact of the ideals of Jesus, he states: "We do not know the core of education; thus, many of our institutions of higher learning are centers of organized confusion. The educational lesson of Jesus is that we must cultivate the individual. This demands more than lip service. We must be conscious of the individual not only as an intellectual being, but as an emotional being desiring something more than knowledge . . . Real education is existential: it demands a living encounter between teacher and student, just as Jesus pictured the encounter between man and God."

Medieval education receives considerable emphasis, particularly because it forms the background for modern American education. Dewey's ideas are given at length, and the author devotes several chapters to the ideals of American education.

The section on Contemporary Russian beliefs does not mention Khrushchev's Reform of late 1958, which attempts to reorient the whole high school program in the USSR by stressing manual labor for several years between the equivalent of our grade school and our high school.

The basic scope of this work is highly commendable. Professor Mayer has filled a void in educational literature; his book should be read with profit by teachers on all levels, by college students, and by the general public—all of whom will find his ideas challenging, and find grounds for serious thought about the standards and values of education.

—DR. JON CARTER COVELL,  
Riverside City College, and  
Univ. of Calif. Extension at  
Riverside.

**WHO'S A GOOD TEACHER?** by Robert B. Howsam; a special project of Joint Committee on Personnel Procedures (CSBA-CTA). Published by California Teachers Association, Burlingame, 1960. 48 pp., \$1.00.

A careful review of research literature on teacher evaluation, this very useful book will prove increasingly valuable as a basis for future studies in this important field.

The Joint Committee two years ago secured the support of the Rosenberg Foundation, San Francisco, for a project in which Dr. Howsam of the University of California

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# Green Thumb Fun



As this is the time of year when people's minds turn to planting and interest in sprouting things, a classroom activity that children will love might be devoted to Green Thumb.

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**Simply announce**, "Now comes Green Thumb fun," explaining that a green thumb signifies ability to make plants grow and refers to person with that ability

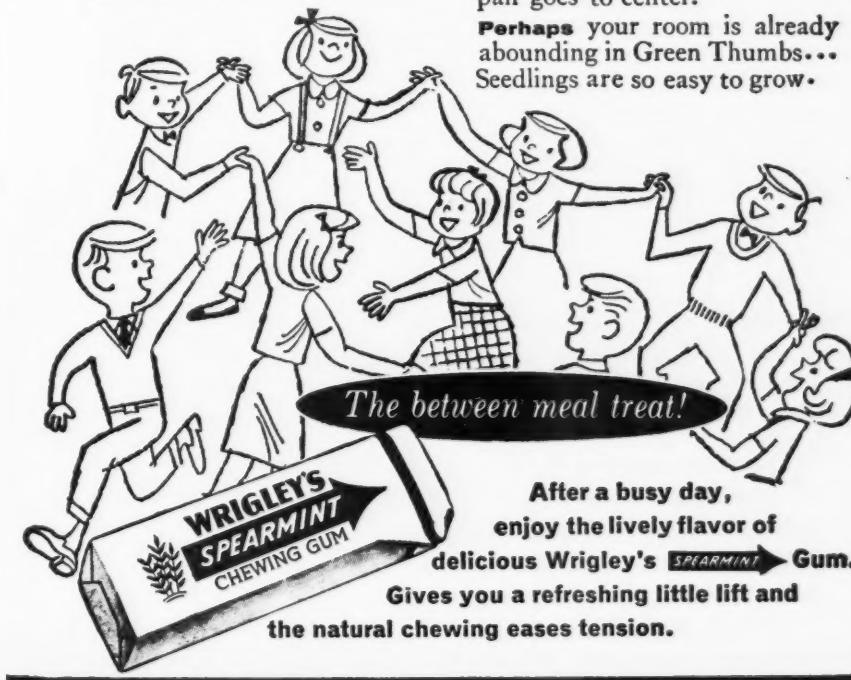
**Have children** trace hand flat on paper, color thumb green, print name on paper. Collect. Shuffle. Draw out one hand at random. Whose hand it is becomes Green Thumb Potentate. First you dip your right thumb

in green food-dye on your desk, then Potentate, and he helps all the rest of room do likewise.

**Potentate** calls on each person to tell, in number of words he has fingers and green thumb, what he likes most about flowers, plants, trees.

**Garden Scamp.** All in circle but two in center—Gardener and Scamp. Gardener says, "Get out of my garden." Scamp says, "Catch me." The chase in and out of circle begins and Gardener has to imitate Scamp (stoop, grin etc.) Scamp caught, new pair goes to center.

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Field Service Center undertook the task of summarizing the pertinent literature on teacher evaluation. This book is the result of that project, which will be augmented later this year by a second volume concerning the major research design.

Members of CTA State Council of Education and presidents of chartered associations received copies of the publication early last month. Additional distribution is being made to school boards throughout the state.

Suggested guide lines for setting up and conducting evaluation procedures—25 vital points—is an important part of the book.

—J.W.M.

**WHO RUNS OUR SCHOOLS?** By Neal Gross. New York: John Wiley and Sons, 1958. 194 pp. \$4.75.

The recent promotion of Neal Gross to the rank of full professor of Education at Harvard was undoubtedly hastened by the publication of this study of the power structure in Massachusetts school communities.

While he reports 59% of all superintendents subjected to pressures to place more emphasis on the three R's, he finds 64% pressured to offer more courses and more subjects and 63% bothered by demands for new services. In addition, 46% of the superintendents said they were pressured with demands that school contracts be given to certain firms, 73% by protests against tax increases or bond proposals, 58% by demands for greater emphasis on athletic programs, and 40% by demands for less emphasis on athletic programs.

The groups exerting the pressures are analyzed and their motives probed. Much of the book is devoted to tabular summaries of the replies of superintendents and school board members to such questions as "Should more emphasis be placed on teaching subject matter than on developing individual interests of pupils?" (Superintendents 13% yes, 85% no; school board members 33% yes, 66% no).

The author hazards no guess as to the degree to which his findings might apply outside of Massachusetts. Perhaps someone will attempt a similar study for California.

—DON ROBINSON  
San Francisco

**BOOKS, YOUNG PEOPLE AND READING GUIDANCE**, by Geneva R. Hanna and Mariana K. McAllister. Harper and Brothers, New York; 1960. \$2.75.

Many of us fail to recognize that there is an expanding body of literature for adolescents which is distinct from children's literature or adult literature. These books can serve as tools to further growth and maturity in young people, the authors believe. They list the basic emotional needs of high school students and relate specific books to these needs which will enable the student to understand and cope with experiences.

Librarians, teachers and parents who guide young people to read for escape, enjoyment, and understanding will find this book helpful. Sources of book lists and current reviews are discussed and each chapter concludes with an excellent bibliography pertaining to the chapter topic.

—GERTRUDE GUYETTE  
*Bellflower*

## To Broaden Vocabulary

English teachers are constantly haunted by the question of how to enrich the vocabularies of their students. The following suggestive answers to this question are based on experiences that I have found successful.

What is the best way to teach vocabulary building? I don't know, but I do know the worst way—the vocabulary list entitled something like "100 New Words to Add to Your Vocabulary." Such a list is familiar to all of us. If one must use a vocabulary list, I think that the best such list is one composed of new words encountered in class readings. But I believe that the best source of new words for students is their teacher's vocabulary. Don't talk "down" to your students. Compliment their intelligence by talking "up" to them. How can we expect our students to improve their vocabularies if all they hear is the Anglo-Saxon vein of expression? How are they to realize that the term "real good" is not the ultimate superlative in the English language if this is the only one we use when speaking to them? Therefore, do not restrict yourself to their level of expression in the hope that by so doing you will thereby be able to reach every member of the class. Don't bore them with their own clichés. It is our duty to show our students that spoken English can, and should, rise above the Anglo-Saxon level.

The English language is a noble instrument upon which the most exalted thoughts to stir the souls of men have been played. Let us speak it as it should be spoken. By so doing you will be rewarded with a degree of interest and attention seldom accorded to other teachers. You will be giving life to words ordinarily embalmed in the sterile columns of the traditional vocabulary list.

Also, your class-set of dictionaries should not just be used intensively for one week while covering the unit "On How to Use the Dictionary." Rather, your students should be constantly urged to use their dictionaries for daily references.

Another way to broaden their vocabularies is to introduce them to the wonders of the Thesaurus. Explain to them that ours is the only language that has such a book. Such is the richness, the complexity, and the beauty of the English language.

And finally, encourage your students in the cross-word puzzle habit. This is a marvelous way in which to challenge their word knowledge, to make their deficiencies apparent to them, and to encourage them to add to their store of words.

ROBERT H. FREEMAN  
Torrance

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45 - 49 "	3,000	4,000	9,000	12,000
50 - 54 "	2,600	3,600	7,800	10,800
55 - 59 "	2,300	3,300	6,900	9,900
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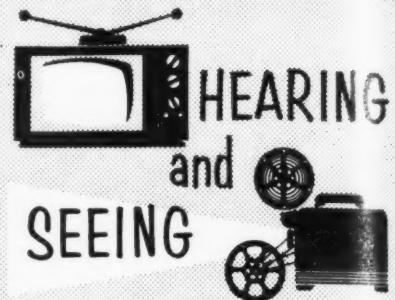
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### Television, radio, films— power tools for learning

NEA DEPARTMENT of Audio Visual Instruction met last March in Cincinnati, looked at teaching machines for first time, discussed professionalization of the audio-visual specialist, and named James D. Finn, professor of education at USC, to take over the gavel from Walter S. Bell of Atlanta, Georgia. Next NEA-DAVI meeting will be in Miami Beach, next April. Other a/v meeting coming up is that of National Audio-Visual Association (Fairfax, Va.), to be held in Chicago, August 6 through 9.

#### PEOPLE OF NOTE

Dr. John W. Meany, on leave as Director of Radio-Television-Film Center at University of Houston, has been appointed Television Consultant with the Educational Media Branch, U.S.O.E., by Commissioner Derthick.

During the past school year, Los Angeles educator Booth Woodruff has been doing a series of FM radio shows entitled "Educational Microscope." The aim of the show has been to present to a potential FM audience of two million, all phases of education through programs covering such subjects as school finance, censorship, Murray-Metcalf bill and education of the gifted. Educator Woodruff interviews one guest each week. The program will come to a halt in June, when Mr. Woodruff will take a group around the world, during which time he will do a series of taped interviews for presentation during summer and fall months. "Educational Microscope" will return to the air in September. Station is KPFK, time 7:30-8:00 p.m. Saturdays.

#### FILMS

"American Harvest," winner of both Freedoms Foundation and *Scholastic Teacher* awards, is being made available free to school audiences through Jam Handy Organization of Detroit, Michigan. "American Harvest" shows new interdependence of all Americans, rural, small-town, big-city, demonstrated in terms of a backdrop of American scenic grandeur, with musical score keyed to poetry of narration.

Latest in documentary series, "Decision," from NET Film Service, Indiana University, is entitled, "The Constitution and Fair Procedure." The 30-minute film illustrates the judicial process, role of Supreme Court, and importance of procedural guarantees, and is intended for secondary social studies classes.

In an experiment conducted by Dr. Paul R. Wendt and Dr. Gordon K. Butts of Southern Illinois University, pupils using history films in addition to regular course work, completed in one semester material on which regular classes required two semesters. Films used were Coronet's World History Series. Dr. Wendt explained that a greater number of films were used in this experiment than in similar ones conducted, and that speed with which work was done could be attributed to use of planned and integrated films on a specific subject.

#### EDUCATIONAL TELEVISION

"Hats in the Ring," a 7-week series on the U. S. presidential nominating system, began April 6 over KQED, San Francisco. Historic in content and fact, the programs feature and are written by Malcolm Moos, professor of political science at Johns Hopkins University, on leave to White House. Starting with this series, the eight hours of cultural programming distributed to KQED and the 43 other non-commercial stations by NETRC will be shifted from film and kinescope to videotape.

Two reports on seminars in educational television have been published by NEA. They are: *Interaction in Learning: Implications for Television* (64 pp., \$1), report of a seminar held in January-February, 1959, and *Opportunities for Learning: Guidelines for Television* (79 pp., \$1.50), covering a seminar held May, 1959. The first booklet takes what is probably the major criticism of educational television, lack of interaction in the learning process, and presents suggestions which may alleviate the problem. The seminar also defined interaction, presented conditions within the learning situation, described kinds of interaction, and asked, "how much interaction is necessary?"

The second booklet points out that if educational television is to become a completely satisfactory teaching tool, planners must capitalize on its unique contributions, make their presentations more than mere talking textbooks, and involve the learner to the extent that he will be stimulated to continue studying on his own. The report also recommends that more programs be built around the needs of individual and small groups, rather than for mass audiences.

#### NDEA

Seventeen new research grants and six dissemination contracts in the educational media field have been awarded following recommendations by the Advisory Committee on New Educational Media under National Defense Education Act, Title VII. The grants and contracts are being awarded to institutions and research organizations in 15 states and the District of Columbia. Total amount is \$959,788.

A small grants program (grants not to exceed \$2,500) has just been started for research on ways in which new media may be used in the teaching-learning process. Duration of each project is limited to one

year. Applications should be submitted on standard Title VII Application Form (NDEA-VII-1, Rev.) on or before February 1 and August 1. (These dates have been set by the Advisory Committee as permanent dates for submission of proposals for all research grants.)

Newly approved research proposals include:

—Denver Public Schools and Stanford University. Four years of research on the context of instructional television.

—UCLA. Effects of Mental Retardation on Film Learning: a study to determine what types of instruction film experiences are meaningful to children with mental retardation, regularly enrolled in public schools.

—USC. A study of the non-linearity variable in filmic presentation.

Approved dissemination awards:

—A pilot regional conference on new educational media research needs and uses. Sacramento State College.

—A pilot regional leadership conference on dissemination of information about uses of new educational media for the 4-state region of Arizona, Nevada, New Mexico and Utah. NEA, Washington.

Latest bulletin from Joint Council on Educational Television lists San Bernardino as a community in which planning has advanced toward construction and operation of an ETV station. Channel 24 will be used.

#### COMMERCIAL TELEVISION

*National Parent-Teacher* is doing an excellent rating job on TV shows. Latest shows to receive raves are (CBS) *Twentieth Century* and (ABC) *High Road*, both of which well merit praise. Thumbs down to (ABC) *The Alaskans* and (both CBS) *Lone Ranger* and *Dennis the Menace*. As to *Alfred Hitchcock Presents*, the magazine comments, "... for some sophisticated adults it offers a sort of cerebral delight . . ."

Last word from networks before summer hiatus:

*ABC-TV*: May 15, 18, 19 and 22, "Presidential Mission—The Summit," film and live coverage.

—May 25, "Listening Post—East," documentary report on Red China, filmed in Hong Kong.

—June 29, "Japan—Anchor in the East," story of Japan 1960, and U. S.-Japanese relations.

*CBS-TV*: Governmental show, "By the People," starting April 17, will cover local and regional matters in northern California, will run 13 weeks.

—"Lab 30" a Westinghouse production. Began April 2, will continue through June 4. Unique science series for young people covering such subjects as crystals, metals, jet propulsion, and structure of light and how electrons produce it in crystals.

*NBC*: (Radio) "Image America" began March 28. Will analyze patterns, problems and trends in U. S. life. Fund for Adult Education is cooperating with NBC Radio in production of the series.

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## Dear Professor

Since you have not been in a public high school for twenty-five years, you should brace yourself for some shocks when you visit the school. Among the surprises will be the reading of the daily bulletin in class. Such notices as "Noon rally under the oak. There will be a car parade at 7:00 assembling in the student parking lot. Wear white and let's beat Mudville" may seem to be grotesquely out of place in a geometry class. It will continue for several minutes, announcing a cake sale, the election of a Beauty Queen, a program featuring a big-name comedian, and meetings of assorted organizations.

This school, which seems to be the spitting image of the three-ring carnival school so mercilessly lampooned by the angry critics of soft pedagogy, is also the perfect model for the ideal comprehensive high school as defined in the now-famous Conant Report. This school received a certificate of merit from the state university, honoring it for the outstanding academic achievements of its graduates.

The adult community that supports the college, the opera, the library, and the art museum also supports professional football, the Miss America contest, fireworks displays, street parades, and fashion shows. These latter do not detract from the dignity or worth of the library or the opera. Neither do their youthful equivalents diminish the respect for the honor roll, student government leadership, and winning college scholarships.

One man's poison, you know, and Jack Sprat and all that sort of thing.

Don

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## What I'd like to know is...

Professional questions answered by  
**HARRY A. FOSDICK, CTA Public Relations Executive**

### Date of Notice

Q. The district superintendent has just notified all probationary teachers that re-election by the Board will occur on March 22, 1960; that notices (contracts) will be delivered by March 25, and that acceptance or rejection would be expected by April 10. Isn't there an Education Code provision that teachers already in the system cannot be re-elected before May 1? This schedule might have been an error by the superintendent, since he just came from an eastern state, but probationary teachers are concerned regarding their status if they sign this early contract and then find they wish to leave the district.

Ans. You're right. The board has no authority to issue contracts to presently employed teachers before

May 1. The Code also states specifically that the teacher has 20 days in which to accept the contract after it has been legally offered. The board could give letters of assurance regarding re-employment, but this would not be binding on the teacher.

It would be advisable for your chapter professional relations committee to call the superintendent's attention to the Education Code provisions. If the bulletin schedule was issued in ignorance, he undoubtedly will make the proper correction.

However, if the early schedule was deliberate and no change is made, teacher rights should be protected. When teachers from another district raised the same question, the Personnel Standards Commission de-

clared that a teacher would not be unethical if he complied with the district's demand by signing the early contract, and yet continued to seek other employment until twenty days after the contract could legally have been offered. After this date, which would be about May 23 this year, the teacher would be obligated to withdraw all other applications.

### Breaking Contract

*Q. Would it be ethical to break a fall contract with a district if a better opportunity were offered the teacher by a different district, and if the teacher were to notify the district of his desire to leave at least a month before the opening of schools?*

*Ans.* It is never ethical to break a contract under any circumstance within the teacher's control. There is no law or ethics code provision which would prevent the teacher from requesting release from a contract when a better position is offered, but he is obligated to fulfill the terms of employment if the release is not granted, and to perform his duties to the best of his ability.

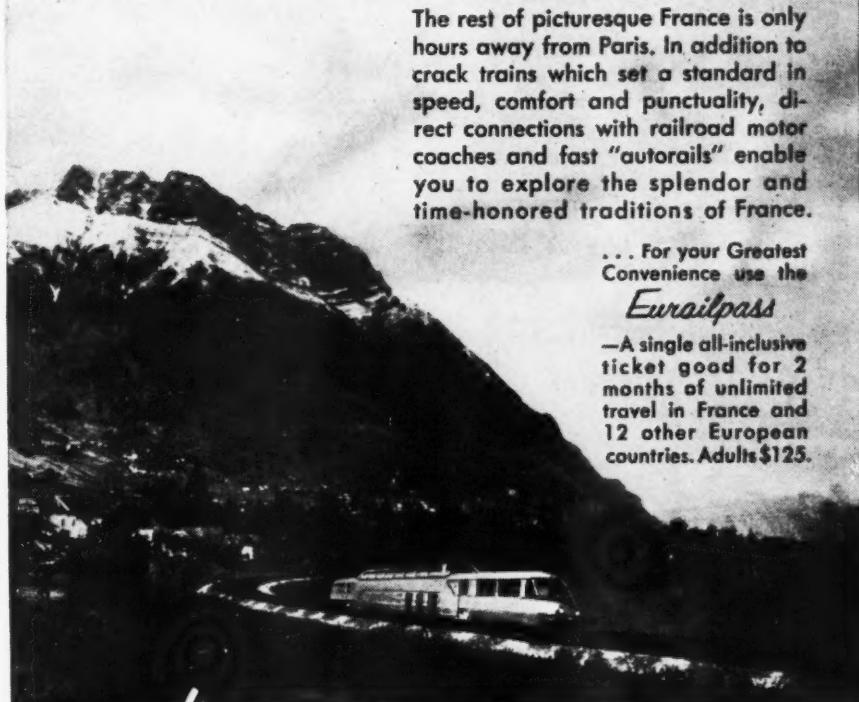
The Personnel Standards Commission has stated that upon accepting a contract with one district, the teacher should notify other districts to which he has applied and any placement service where his papers are active that he has been employed for the ensuing year.

We have gone to great efforts to uphold the teacher's contractual rights and to make it difficult for boards to dismiss certificated personnel serving under a contract. We must be diligent also to encourage teachers to carry out their part of these contractual relations.

### Consecutive Years

*Q. I taught in this district for two years, then voluntarily resigned. I returned here two years later (1958-59) and at the end of the year was given a permanent classification contract for 1959-60. Due to the death of our former superintendent last summer, a new superintendent is now in charge and he informs me that the permanent classification is not valid and that I'll have to serve still another probationary year before the board will consider me for tenure. Can the board now rescind a*

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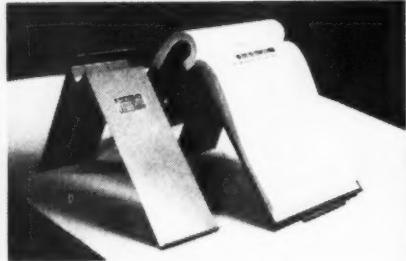
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classification it already had granted?

*Ans.* The Education Code specifies that a teacher is made permanent when he is elected for the fourth consecutive year. Thus your resignation means that you again began your three-year probationary period when you were re-employed.

We often call attention to the fact that when a teacher has earned tenure but is given a probationary contract, the designation of "probationary" has no meaning. In the same way it undoubtedly would be held that when a board grants permanency without authority to do so, the law takes precedence and the teacher actually is probationary. Your new superintendent is right.

### Prior Right on Assignment

*Q. A kindergarten vacancy is occurring in our school next year and I have requested transfer to that assignment. I have a kindergarten-primary credential and experience in kindergarten work. However, it now appears that the assignment will be given to another teacher who has a general elementary certificate. Under these conditions, don't I have a prior right to the kindergarten position over a teacher who lacks the kindergarten-primary credential?*

*Ans.* Unless the holder of the general elementary credential lacks two years of teaching experience, the law gives you no prior right to the kindergarten assignment.

The Education Code states that "... beginners shall be taught by teachers having had two years' experience, or who have had training equivalent to such experience as determined by the State Department of Education." The kindergarten-primary credential constitutes "training equivalent" to two years' experience, but it carries no rights of priority over the experienced holder of a general elementary certificate.

### Tenure Denied

*Q. In districts which have a regular policy of dismissing teachers at the end of the third year to avoid tenure, how can the superintendent obtain provisional credentials for the persons employed to fill the vacancies left by fully*



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qualified teachers? In the past, these teachers have been told that the only reason for change is the mandatory tenure law, and they've been given good recommendations for other employment.

*Ans.* It has been several years since I've found a district with a regular policy of denying tenure status. If you describe the conditions accurately, aggressive action is possible and needed in your district.

Of course, a district needs to show no cause for refusal to re-employ a probationary teacher. However, the law states that a district cannot obtain a provisional credential for a teacher if a "qualified" regularly-credentialed teacher is available.

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This usually has been difficult to enforce. The term "qualified" has been interpreted to mean more than possession of the proper certificate. In practice it means "satisfactory" or "acceptable."

If a district is known to refuse tenure status as a regular policy, we would be interested in helping to prevent the employment of sub-standard credentialed teachers to staff the schools. The techniques which we have applied in some individual cases would, I think, be effective in breaking this evasive pattern of employment practice. Teachers who may be affected by these tactics should consult a CTA field representative immediately.

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98. **Folder**, with information on European tour with educational seminar for summer of 1960. (Educational Travel)

103. **France**, 16-page color booklet containing helpful information on what to see and look for in France. Information on Eurailpass, single ticket good for two months unlimited travel in 13 European countries. (French National Railroads)

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COMBINED BALANCE SHEET - GENERAL FUND AND BUILDING FUND

DECEMBER 31, 1959

		ASSETS			
		Combined	General Fund	Building Fund	
<u>Current Assets</u>					
Cash in banks and on hand	\$ 84,994.90	\$ 47,131.51	\$ 37,863.39		
Accounts receivable, less reserve for uncollectable accounts of \$2,127.66	34,127.82	34,127.82			
Due from Sections for 1960 membership dues	594,497.23	594,497.23			
Inventory of materials, supplies and books	13,337.72	13,337.72			
Interfund receivable - due from Building Fund	197,676.37	197,676.37			
Total Current Assets	921,634.01	886,770.65	37,863.39		
<u>Fixed Assets - at cost:</u>					
Buildings	2,005,075.23	2,005,075.23			
Furniture, fixtures and equipment	228,977.42	228,977.42			
Total	2,234,052.65	2,005,075.23			
Less: Reserves for depreciation	103,216.00	93,220.63			
Land - building site	2,130,806.65	1,357,756.79	1,995,019.86		
Total	313,421.37	313,421.37			
Land - other than building site	2,000,228.02	135,756.79	2,308,171.23		
Total Fixed Assets	2,512,961.43	135,756.79	2,407,201.61		
<u>Other Assets</u>					
Leasedhold improvements, net of \$3,600.45 amortization	5,863.02	5,863.02			
Prepaid expenses and deferred charges	24,157.31	21,157.31			
Refundable deposits	3,334.50	3,334.50			
Total Other Assets	33,366.83	33,366.83			
Total Assets	\$1,055,892.27	\$2,445,068.03			
<u>LIABILITIES</u>					
<u>Current Liabilities</u>					
Accounts payable	\$ 9,188.95	\$ 9,188.95			
Note payable to bank, unsecured	100,000.00				
Note payable to building contractor, unsecured	226,271.76				
Note payable to bank - amounts due within one year	66,100.00				
Accrued interest payable	5,815.62				
Employees' withholding taxes payable	8,188.35				
Payroll taxes payable	2,796.79				
Accrued property taxes	6,889.43				
Due Retirement Fund Trust	7,612.51				
Interfund payable - due General Fund	197,676.37				
Total Current Liabilities	633,139.78				
<u>Long Term Liability</u>					
Note payable to bank, secured by Deed of Trust on land and buildings	1,267,129.71				
Less: Payments due within one year	66,100.00				
Total Long Term Liability	1,201,029.71				
<u>Special Fund</u>					
Deferred Income	1,697.55				
1960 Membership dues	911,516.00	811,705.00	69,811.00		
1960 Subscriptions	1,363.08	1,363.08			
Total Deferred Income	912,879.08	813,068.08	69,811.00		
<u>Capital</u>					
Paid in Capital:					
Life Membership Fund	11,304.65				
Surplus:					
Balance, January 1, 1959	511,101.40	134,195.72	376,905.68		
Add: Excess of income over expense for the year	226,808.13	36,954.89	189,853.24		
Balance, December 31, 1959	737,909.53	171,150.61	556,158.92		
Total Capital	719,211.18	171,150.61	578,063.57		
Total Liabilities	\$3,590,260.30	\$1,055,892.27	\$2,445,068.03		

The announcement at the right, written by the *Journal* printer, refers to the spelling in a printed headline on page 24 of the April issue. As the PVO man poetically suggests, final proof was correct when it left the *Journal* office but the opaquer who "fixed" a smudge on the negative, working backward and upside down, not only cleaned up the page but took out the crossbar on the "e." We make enough mistakes without help from the printer, but we appreciate his humble acceptance of error. How many teachers saw it?—Ed.

## SPARE TIME SALES

**TEACHERS WANTED**—to sell Harper & Brothers childrens books to schools and school libraries. Special library bindings (Harpercrest). Liberal commissions. Send resume to Harper & Brothers, Dept. 98, 49 East 33rd St., N.Y. 16, N.Y.



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DIVINE

Profound apologies to editor McKenney  
And "A Teacher's Right to SPOAK."

Our typo-errors, 'though hardly any;  
To editors are never a JOAK.

The copy read speak  
And speak we did set  
But the 'e' did not print clean  
  
And somehow in fixing  
We got to mixing  
An 'o' where an 'e' should have been.

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Beautiful color charts of 35 different cloud formations show you how.  
18" x 22" size—50c  
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Here is a "bit of heaven" in the high Sierras . . . a family vacation spot on the fabled Feather River that's got everything.

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## CTA FINANCIAL STATEMENTS

Statements below and on the opposite page show income and expenses of the California Teachers Association as shown in the 1959 audit made by Jorgenson and Tonnemacher, certified public accountants, San Francisco. This accounting is for the state association only. Copies of these statements were included in the Annual Report for 1959, provided each member of the State Council of Education. The period covered is January 1 through December 31, 1959.

### GENERAL FUND

#### INCOME

	Actual	Budget
1959 Regular Membership Dues, Excluding \$1.00		
Allocated to Building Fund	\$1,179,402.00	\$1,188,000.00
1959 C.S.T.A. Membership Dues	4,133.00	5,000.00
Life Memberships	224.00	252.00
Retired Memberships	310.00	380.00
CTA Journal—Advertising and Subscriptions	65,763.09	60,600.00
Placement Service Fees	32,351.23	38,000.00
Placement Registration Fees	7,325.00	8,000.00
Subscriptions—Research Publications	3,389.85	2,300.00
Other Publication Sales	2,794.00	3,000.00
Contracts for Research Services		1,500.00
Services to Affiliates and Sections	7,013.91	9,000.00
Sub-leases	1,118.40	600.00
Rents—693 Sutter Street Building	2,106.96	2,100.00
Utilities and Maintenance Expense Reimbursements	2,562.59	3,600.00
Miscellaneous Income	5,100.63	3,000.00
<b>Total Income</b>	<b>1,313,594.66</b>	<b>1,325,332.00</b>

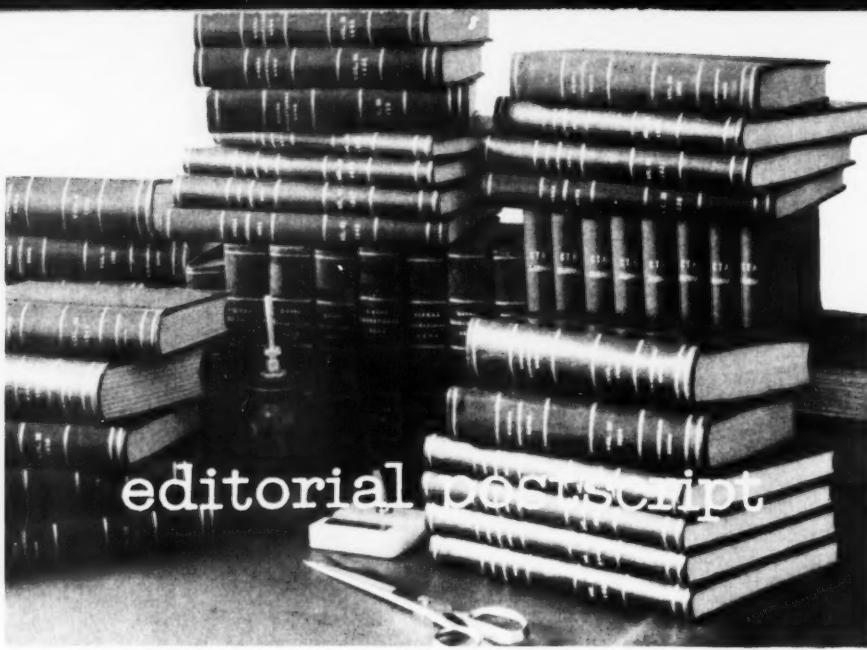
#### EXPENSES

	Actual	Budget
Administrative Services	\$ 83,436.31	\$ 90,180.00
Business Services	72,074.58	72,692.00
Commission on Educational Policy and C.E.S.C.	4,709.90	8,711.00
Commission on Higher Education	17,434.74	18,710.00
Personnel Standards Commission	23,582.74	22,617.00
Commission on Teacher Education and C.S.T.A.	58,591.94	59,649.00
Council and Committees	91,074.45	98,063.00
Field Service	169,538.87	166,387.00
Governmental Relations	71,547.71	68,693.00
Office Supplies and Services	82,828.68	94,643.00
Placement Service	55,184.41	56,872.00
Publications	157,732.80	151,110.00
Public Relations	62,108.58	64,678.00
Research Services	79,117.99	81,902.00
Special Services	10,523.44	10,704.00
Non-Department	173,706.60	175,232.00
Building Operations	63,446.03	62,830.00
<b>Total Expenses</b>	<b>1,276,639.77</b>	<b>1,303,673.00</b>
<b>Excess of Income Over Expenses</b>	<b>\$ 36,954.89</b>	<b>\$ 21,659.00</b>

### BUILDING FUND

#### INCOME

	Actual	Budget
1959 Membership Dues (Represents \$1.00 of regular membership dues allocated to the Building Fund)....	\$ 98,174.00	\$ 99,000.00
Prior year memberships	21.00	
<b>Total Income</b>	<b>98,195.00</b>	<b>99,000.00</b>
<b>EXPENSES</b>		
Interest on loans	48,581.70	59,600.00
Dues—Life memberships	357.00	
<b>Total Expenses</b>	<b>48,938.70</b>	<b>59,600.00</b>
<b>Gains on Sales of Land and 693 Sutter Street Building</b>	<b>49,256.30</b>	
Depreciation	150,622.31	
<b>Excess of Income Over Expenses</b>	<b>\$ 189,853.24</b>	<b>\$ 39,400.00</b>



*Wilson S. Kennedy*

**IN THE BOUND FILES** of *CTA Journal* is the recorded history of the largest state professional organization in the Nation. In the 51 volumes (not all are shown in the photograph above) are an estimated 15 million words—and the complete set requires a shelf 80 inches long.

These printed pages are crowded with the names of eminent educators and detailed accounts of legislative successes and organizational growth.

During the life of *Sierra Educational News* (1909-1950) virtually all the contents were contributed; each item bore the name or initials of an author. This characteristic presents an impression of broad participation by the membership but it also leaves the present reader with a sense of frustration in attempting to trace historical events in terms of time, place, personalities, and major policy decisions. In a time when the professional journal was expected to be a depository for any member's literary efforts, there was space for poetry and eulogies and detailed accounts of student excursions. But there were often important scholarly contributions, too.

**IN RECENT YEARS** the *Journal* has offered a sense of continuity within a publication year. It began in 1955 with a nine-month series on Great Californians ("good teachers stand in the shade of our great men"). In the current season, ending with this is-

sue, a series of articles describing the Association's program has offered symposia and interpretive articles on administration, field service, public relations, research, special services, and the commissions. This has been the first attempt to put on printed pages a cohesive picture of what CTA is doing or what it aspires to do. There has been some evidence that members generally have gained a better understanding of their Association.

Recognizing the trend to spend vast sums of public and private funds in projects aimed at the improvement of teaching, the *Journal's* Editorial Board proposes that the magazine's continuity be set up beginning next September on the theme "What's New in Education?" Articles which reflect current theories about teaching aids, organization, and financing, would help readers to distinguish the good and the bad in new developments. The staff is now studying a proposed subject list which may become the core of next year's editorial fare.

Staff reporting and solicited manuscripts on specific subjects now require about 85 per cent of available editorial space in the *Journal*. Unsolicited contributions are studied and acknowledged by staff—and a few now on hand will be used in next year's schedule—but the majority will be returned to authors.

**CONCERNED** with the professional tone of advertising appearing in the *Journal*, the Editorial Board has recommended—and the Board of Directors has approved—a statement of advertising policy effective with this issue. Declared unacceptable is (1) advertising of alcoholic beverages or tobacco; (2) political advertising; (3) advertising for the healing arts, medicines, and health foods (including vitamins); (4) advertising judged to be misleading or offensive to members of the Association, and (5) advertising inconsistent with the purposes and program of the State Association or in competition with its Special Services to members. Application of items 4 and 5 will, of course, require the exercise of sound judgment by the staff. Incidentally, effective with the next issue, advertising rates will be increased to \$498 a page, still one of the best advertiser buys in the nation in the educational field at \$4.52 per page per thousand readers.

**ONE OF THE MOST** difficult and persistent problems of the Association's administration is the efficient mailing of the *Journal* to new members during the spring months of the year. Receipt of the first copy of the professional publication is, in effect, acknowledgement of active participation for the new member. But mailing is sometimes delayed because remittance to the state office must be routed (in many payroll deduction cases) from the district to the local association to the Section office to the state CTA files. Every year from January to May the *Journal's* print order provides many thousands of magazines in excess of current mailings and these back copies are mailed at once as new member names arrive in Burlingame. The CTA membership year remains the calendar year; it was not changed recently when the Association's fiscal year was set at June 30 to July 1. Established members have no break in the continuity of *Journal* mailings. It is earnestly hoped that new members will be patient until a better method is found for speeding delivery.



Amid the busy bustle of the workaday grind,  
there is nothing quite so welcome  
as the quick refreshment and lift in ice-cold Coca-Cola.



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Occasional Driver   
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Age and Birth Date of any OTHER MALE driver of  
THIS car living in same household \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_

Zone \_\_\_\_\_

County \_\_\_\_\_

\*Car Year and Make \_\_\_\_\_

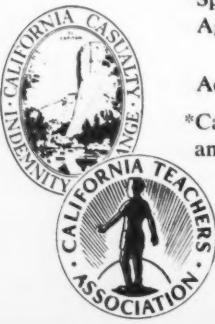
\*Model (Bel Air,  
Fairlane, etc.) \_\_\_\_\_

\*Body Type \_\_\_\_\_

\*Number of  
Cylinders \_\_\_\_\_

\*Mo. & Yr. of  
Purchase \_\_\_\_\_

\*New  \*If car is regularly driven to work, (\*For rates on other owned  
Used  approx. miles ONE WAY \_\_\_\_\_ cars attach this information.)  
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